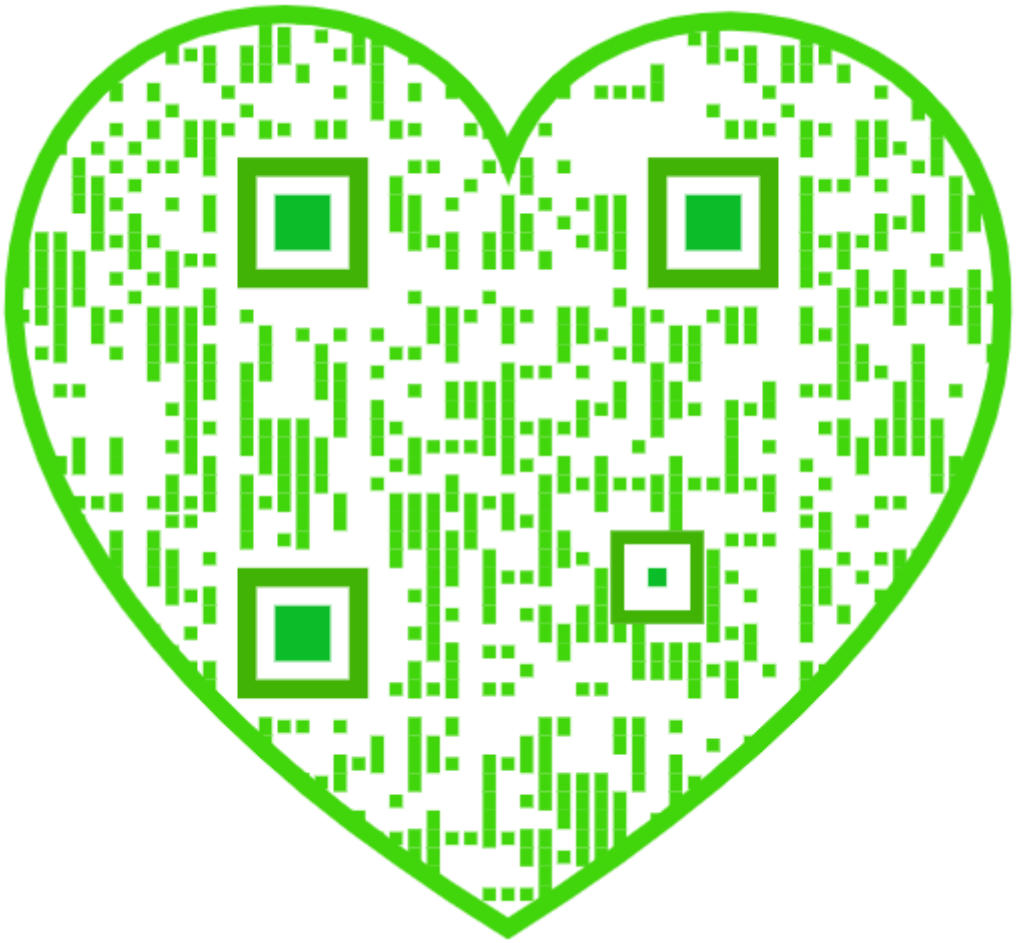

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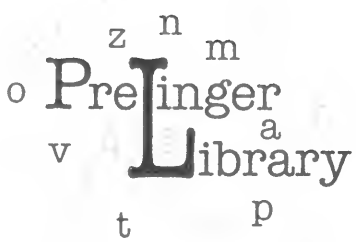

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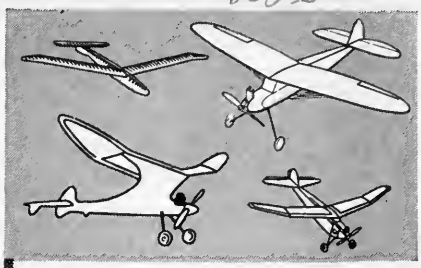

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The continuation of the work of the National Recreation Association from year to year is made possible by the splendid cooperation of several hundred volunteer sponsors throughout the country, and the generous contributions of thousands of supporters of this movement to bring health, happiness and creative living to the boys and girls and the men and women of America. If you would like to join in the support of this movement, you may send your contribution direct to the association.

The National Recreation Association is a nationwide, nonprofit, nonpolitical and nonsectarian civic organization, established in 1906 and supported by voluntary contributions, and dedicated to the service of all recreation executives, leaders and agencies, public and private, to the end that every child in America shall have a place to play in safety and that every person in America, young and old, shall have an opportunity for the best and most satisfying use of his expanding leisure time.

For further information regarding the association's services and membership, please write to the Executive Director, National Recreation Association, 8 West Eighth Street, New York 11, New York.

JANUARY 1955

Recreation*

THE MAGAZINE OF THE RECREATION MOVEMENT

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On the Cover

MISS NEW YEAR brings greetings from the National Recreation Association, and promises a beautiful year for 1955. In your hands locally, nationally, and internationally, lies her future. May her efforts be worthy of her trust! (Photograph of 13-month-old Christine Giroux is used through courtesy of her parents, and of *The Assembler,* a magazine published by Automotive Body Division of the Chrysler Corporation.

Next Month

February is party month and RECREATION will carry party ideas, of course. In addition, special emphasis will be given to recreation programs for senior citizens. Don't miss: the good editorial on the relation of recreation and adult education, by Malcom Knowles, Administrative Coordinator of the Adult Education Association; or "Recreation Goes Underwater"—the fascinating story of the new Los Angeles County sports activity; or "The Recreation Board Member's Creed."

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THE INTANGIBLE VALUES In Nature Protection

Sigurd F. Olson

YOU CAN measure soil and you can measure water and trees, but it is difficult to measure intangible values.

Let us define, if we can, what intangible values are. They are those which stir the emotions; which influence our happiness and contentment; values which make life worth living. They are concerned with the good life. We know that they are so important that without them life loses much of its meaning.

The practical considerations of conservation are important also. Surely we cannot embark on any conservation or nature protection program depending on theory alone. Always back of such efforts, however, are the other factors which we call the intangibles. They give substance to the practical and provide the reasons for everything we do. Their values are so involved and integrated in all conservation and nature protection work that it is impossible to separate them.

There is no question about the intangible values of works of art. We have always recognized them. In the Chicago Art Institute, recently, I saw a woman engrossed before a great painting. She stood there in reverence. I looked at her closely, and in her eyes was a happy light.

What was she getting out of that picture? She was certainly not interpreting it in terms of the canvas, the frame, or the oil and pigment the artist had used. She was catching something that inspired her as it has inspired many others. She was enjoying the intangible values in that work of art. It affected her deeply and that was all that mattered.

Is it possible to explain the intangible values in a beautiful piece of music? As you listen to a Beethoven sonata, can you explain exactly what it does to you?

Do you know why you like William Cullen Bryant's "To a Waterfowl"? What do these lines mean to you?

> Whither, 'midst falling dew
> While glow the heavens with the last steps of day . . .

I know what they mean to me. They mean sunsets on the marshes, the whisper of wings . . . Bryant caught something in those lines, something which you and I know, the intangible values of ducks against the sky.

There have been many definitions of conservation. Aldo Leopold said, "Conservation means the development of an ecological conscience." What I think he meant was that unless man develops a feeling for his environment and understands it, unless he becomes at one with it and realizes his stewardship, unless he appreciates all of the intangible values embraced in his environment, he cannot understand the basic need for preserving nature and wilderness.

I think of Louis Bromfield's: "Conservation is living in harmony with the land." What is meant by "in harmony with the land"? Certainly not the creation of dust storms, or gullies, or mining the soil. It means living the good life on the land, having the ability and the understanding to enjoy the sights, sounds, and smells of the land.

Paul Sears of Yale said, "Conservation is a point of view and involves the whole concept of freedom, dignity, and the American spirit." A beautiful thing to say and something that will be repeated for generations to come. The conservation of resources, the protection of nature and wild land, reveal a point of view—a philosophy and a way of life.

What do we mean by our way of life? Generations of Americans have enjoyed the thing we call the good life. In fact, we have taken it for granted as part of our heritage without ever trying to define it or wonder where it came from. This much we know, that the good life is a life of plenty, of breathing space and freedom, and for most Americans it means the out-of-doors. If the open country were taken away from us,

---

This editorial has been adapted from a talk given before the 1954 National Convention of the Izaak Walton League of America, held in Chicago, and reprinted from the July-September 1954 issue of *National Parks Magazine*. Mr. Olson is president of the National Parks Association.

Editorial

would we still be able to live the good life?

Is our country heading toward a state of mechanized civilization in which the good life, as we understand it, is going to disappear? Are we going to mistreat our natural resources to the point where it is no longer possible to enjoy them?

I flew over the city of New York the other day. The plane circled over the miles and miles of tenements and slums that are Brooklyn. I looked down and thought of the children there who never saw grass or trees or clean running water, and wondered what they thought about the good life, and if they knew, or ever would know, what it meant.

I also saw Central Park that day, a little green oasis surrounded by the roaring, bustling city of New York. That tiny natural area was worth uncounted millions of dollars, but I knew its intangible values to the people of the city were far more important than any others. Here was a sanctuary of the spirit in the midst of one of the greatest industrialized cities of the world.

How is all of this involved with the conservation of our natural resources and the protection of nature and wilderness? What does it actually have to do with the practical problems of soil and water and living things? Sterling North said: "Every time you see a dust cloud or a muddy stream, a field scarred by erosion or a channel choked with silt, you are witnessing the passing of American democracy." I would have added to that statement five words— and our way of life.

One of our great historians, in describing the migration of races from east to west, said, "In dust and rubble along those great migration lanes are the palaces, pyramids, and temples of the past."

What happened to those ancient peoples? They mistreated the land, their forests and their waters, and thereby lost their way of life.

It is easier for me to think of the intangibles with respect to water than with respect to most other resources, for I have always lived close to it. I instinctively think of my home, the Quetico-Superior, and the wilderness canoe country of the international border. What is the importance of that country, its timber, its vast deposits of iron, and other resources? There is no denying the part this area plays in our economy, but when I think of it, I remember the vistas of wilderness waterways, the solitude and quiet, and the calling of the loons. They are the intangible values which someday in the future, with our zooming population, may far outshadow the others in importance.

Mention water, and I think of Izaak Walton and the line in the stained-glass window of the cathedral at Winchester, England, where he is buried; only four words there — "Study to be quiet" — but they embodied his whole philosophy and way of life. Here was his search for tranquillity and peace, the whole reason for his communion with the out-of-doors. He did not mention the number of fish he caught. He remembered the intangible values of the things he wrote about.

I visited Crater Lake, Oregon, last summer, and I remember its startlingly blue water, its high peaks and snowfields. I remember how it looked in the early morning when it was half covered with mist. Intangible values? Capture them? You take them with you. How, you do not know.

I remember a little trout stream of a long time ago. I followed it to the headwaters on the advice of an Indian who told me I would find a pool that no one had ever fished. I found that pool after looking for it two whole days. I have never been back there and I do not want to go back, because I have heard that the pool has changed.

There were great trees around that pool — primeval yellow birch, huge white pines, and hemlocks. It was a rock pool. I climbed out on a ledge and looked down into its clear, deep water. On the bottom, schools of speckled trout were lying and fanning their fins. I sat on that ledge for a long time and I thought, "This is a part of America as it used to be."

It is hard to place a price tag on these things, on the sounds and smells and memories of the out-of-doors, on the countless things we have seen and loved. They are the dividends of the good life.

Have you ever stood in a virgin forest where it is very quiet and the only sounds are the twittering of the nuthatches and kinglets away up in the tops? John Muir once said, "The sequoias belong to the solitudes and the milleniums." I was in the sequoias not long ago and it was a spiritual experience. To realize that those great trees were mature long before the continent was discovered, that their lives reached back to the beginnings of western civilization, was sobering to short-lived man.

We need trees. We need them for lumber, for industry, for paper. We must have them for our particular kind of civilization. They are an important factor in our economy. But let us never forget that there are values in trees other than the material, values that may be more important in the long run.

You have heard that by 1970 there will be a fifth mouth to feed at every table of four. What is that going to do to our way of life? What is it going to do to the places where one can still find silence and peace?

I read an editorial in the *New York Times* last year, when the Supreme Court of the United States made its favorable decision on the validity of the air space reservation over the roadless areas of the Superior National Forest, in northern Minnesota. The heading of the editorial was "Tranquillity is Beyond Price." Tranquillity is one of the intangibles. Solitude is also one of them. Truly both are beyond price.

Much of my time is spent in the effort to preserve wilderness regions of the United States. They are the wild areas set aside by the states and the federal government as forests and parks. Constant effort is necessary to save them from exploitation.

The fact that forty-six million people visited our national parks, and over thirty million our national forests last year, indicates that there is a hunger, a need in the American people, to renew their associations with unspoiled nature. We are trying to hold the line and pass these areas on unimpaired to future generations.

The protection of waters, forests, soils, and wildlife are all involved with the needs of the human spirit.

Things You Should Know . .

▶ PROBLEMS RELATED TO personnel standards, registration, and professional membership will be discussed when the Council for the Advancement of Hospital Recreation meets at National Recreation Association headquarters Friday morning, February 18, 1955. At the November meeting, held at National Education Association headquarters in Washington, the council recommended standards for hospital recreation workers. The recommendations have been referred to the three constituent professional organizations, the Recreational Therapy Section of AAHPER, the Hospital Section of ARS, and the National Association of Recreational Therapists, for approval. The National Recreation Association serves as consultant organization to the council which was established in 1954.

▶ THE FIRST EDUCATIONAL FILM on the therapeutic value of recreation for patients in non-government hospitals is scheduled for production this spring. Funds for the project—which has been developed by Mrs. Beatrice Hill, National Recreation Association Hospital Recreation Consultant — have been made available by the Nathan Hofheimer Foundation of New York City. The script has been written by Mrs. Hill and Robert Wald, producer of the radio series, "American Inventory." Mr. Wald will direct the film, which will be in three reels, color and sound.

▶ ATTEMPTS TO INVADE DINOSAUR NATIONAL MONUMENT by inducing Congress to authorize Echo Park Dam were defeated decisively as Congress adjourned last fall. S. 1555, which would have initiated the gigantic Upper Colorado River Storage Project, was debated on the floor of the Senate, but was dropped without a vote; H. R. 4449, the companion bill, was held in the House Rules Committee. This victory, which is owing to the vigorous expression of opinion from the people of every state, emphasizes public insistence that our national park system continue to be protected.

▶ A SURVEY OF CAMPS serving families, adults, or mothers and children is being undertaken by the American Camping Association. Any such camps which have not received a survey questionnaire are asked to write for a copy to the American Camping Association, 343 South Dearborn Street, Chicago 4, Illinois. One of the objectives of this survey is to compile a directory of family camps for distribution to interested persons.

▶ PRESIDENT EISENHOWER HAS BEEN URGED to "call together a group of leading citizens and government officials—federal, state, and local" to assist the federal government in the development of a comprehensive federal policy and program with respect to "human problems created by the national defense effort."

The proposal was made in a letter to the President from Louis B. Seltzer, editor of the *Cleveland Press* and chairman of the Board of United Community Defense Services, a federation of national non-profit health and welfare organizations. The letter accompanied a thirty-six page report, "People and National Defense," which analyzes the federal government's responsibilities for the problems of social adjustment intensified by the national defense effort.

▶ THE REPORT *Recreation as a Profession in the Southern Region.** published January 1955, will be the basis for a special conference to be held February 20-22 in Atlanta, Georgia. Sponsoring the conference will be the Southern Regional Education Board and the National Recreation Association. Conferees will discuss the findings of the report, and consider plans for a regional action program to improve professional education for recreation leadership. Representatives of interested groups, organizations, and institutions are being invited to take part in the meeting, the first of its kind in recreation.

▶ SEVENTY-FIVE BOUND VOLUMES OF RECREATION MAGAZINE, of early years, are available from the National Recreation Association on a complimentary basis. Recipients are asked to pay the postage which amounts to twenty cents per copy. *The volumes cover the years 1909-35.* Requests for these will be honored in the order of their receipt. (One volume to a person.) These are extra copies which the Association would like to dispose of promptly.

* See page 1.

Painting by William Fisher

Because of the interest shown in the picture of our new National Recreation Association home, which appeared on the cover of our December 1954 issue of RECREATION, we would like to tell you a little about William Fisher, the artist.

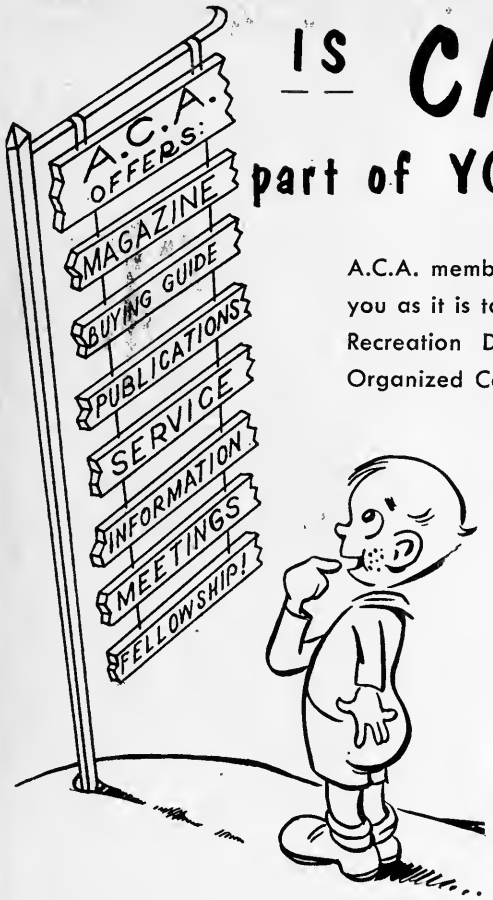
Mr. Fisher has a studio across the street from the Eight Street building and is one of our new neighbors. He has not only participated in Greenwich Village art shows for the last twenty years, but has won one hundred prizes for his oils and water colors. His paintings are represented in a number of leading collections, and are hanging in the St. Louis, Missouri, and New Haven, Connecticut, museums. He has illustrated stories for such magazines as the *Saturday Evening Post, Ladies Home Journal, Harpers Bazaar.*

Correction

In the listing, Magazine Articles, for November 1954, under *Park Maintenance:* California's 3,000-*Mile* Riding and Hiking *Trail* Takes Shape; Cutting Down the Turf Traffic *Toll*, William H. Daniel.

Job Opening

Director of public recreation in St. Paul, Minnesota at a monthly salary of $617 to $737. For requirements, application blank, and further information write to: Civil Service Bureau, 265 City Hall, St. Paul 2. Applications must be filed before February 16, 1955.



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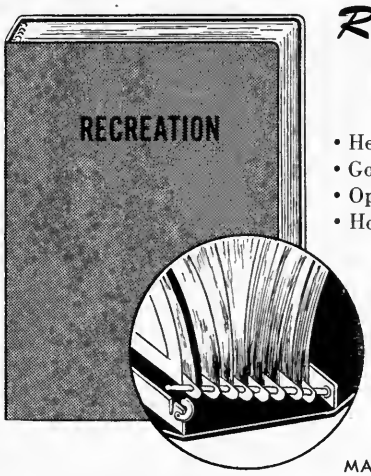

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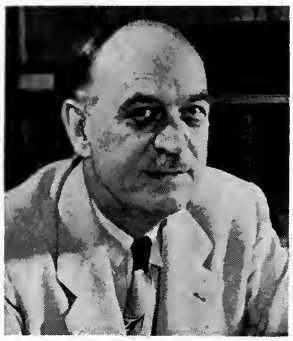
NEW MEMBERS of the BOARD of DIRECTORS

The National Recreation Association is proud of the devoted, outstanding service given by the lay members of its Board of Directors, the policy-making body of the National Recreation Association. The following members have been recently elected to this board:

Hodding Carter
Greenville, Mississippi



William C. Menninger
Topeka, Kansas

Richard A. Farnsworth
Houston, Texas

MR. CARTER, a well-known newspaperman, is a graduate of Bowdoin College, and has done graduate work at Columbia, Tulane, and Harvard. He founded the *Delta Courier* in Hammond, Louisiana, and later the *Delta Star*, and is now editor and publisher of the *Delta Democrat-Times*. As a publisher of a small town paper, Mr. Carter has become nationally known for outspoken leadership on some of the nation's basic problems—political, economic, and social. He serves constantly on many varied committees and boards working for community, state, and national objectives; and his leadership has had tremendous influence in the economic, educational, and recreational advancement of Negroes in his area and throughout the South.

Mr. Carter received the Nieman Fellowship for Newspapermen at Harvard and is a Pulitzer Prize winner. He is now a member of the Pulitzer Prize Advisory Board; and he serves on the National Commission for Public Schools. In addition to many magazine articles, he has written several books, the latest, *Where Main Street Meets the River*, in 1953. His active interest in recreation and in community, national and international affairs makes him a valuable addition to the National Recreation Association Board.

MR. FARNSWORTH is chairman of the board of Farnsworth and Chambers, contractors, in Houston, Texas. In addition to his wide business interest throughout the South, he is active in the fields of education, religion, and race relations. He attended Tulane University and Washington University in St. Louis. He is president of the Houston Council of Churches and vice-president of the Young Men's Christian Association in Houston. He is also a member of the Council of Christian Relations of the Presbyterian Church of the United States, a member of the board of directors and vice-president of the National Council of Churches, a member of the biracial board of trustees of Stillman College, Tuscaloosa, Alabama, and a member of the International Committee of the Young Men's Christian Association.

Mr. Farnsworth comes to the board as an old friend, having served as Houston sponsor of the National Recreation Association for eight years.

DR. MENNINGER is known nationally and internationally as an authority on mental health. He was educated at Washburn College, Kansas, and did graduate work at Columbia University and Cornell University Medical School.

He has held numerous offices in societies and on committees working on various aspects of mental health, including the presidency of the American Psychiatric Association and chairmanship of the Expert Advisory Panel on Mental Health, World Health Organization. He is a trustee of the National Society for Crippled Children and Adults, board member of the Boy Scouts of America, and the author of numerous books and published scientific papers.

Dr. Menninger is a great believer in recreation, and has emphasized it both in preventative and curative aspects of mental health. His address on recreation and mental health at the Omaha National Recreation Congress, which was published in RECREATION, has been reprinted and used widely in this country and translated in other lands. With his scientific background and wide experience in working on problems of children, youth, and adults he brings a special contribution to the board.

Letters

Request for Correspondence

Sirs:

I have recently been appointed as the first warden secretary of a community association in a rural district of Gloucestershire serving a population of 10,000 people. For a number of reasons I am anxious to make some international contacts on behalf of the members who consist of individual subscribers and those affiliated (3,000) through membership of social, educational, religious and political groups.

I am taking the liberty of writing to you in the hope that you can give me information or forward the content of this letter directly to any communities in the United States who might be interested in an exchange of news and thoughts with an English association.

Apart from the interest in exchanging views, both for the adult and younger members of our various groups, I have a feeling that there is an urgent need for social intercourse between individuals in both of our countries if we are to survive the horrors of further aggression which follow the trends of wrong thinking which are being constantly fanned by those irresponsible extremists (in both directions) with fanatical doctrines resulting from periods of uncertainty, which both follow and precede wars.

Coleford is a small country town, once a market center which, after a period of depression, was revived by the arrival of light industry. With the surrounding villages, which form its administrative area, it is situated in the heart of the lovely Forest of Dean, flanked by the valleys of the Wye and the Severn.

The management committee of the community association in Coleford consists of a retired schoolmaster, the editor of the local newspaper, a farmer, a chemist's assistant, a 'small mine' owner, an Anglican Clergyman, a Nonconformist minister's wife, a consultant engineer, the head of an old family drapery business. Therein lies its strength. There are so many more people of various interests who have combined in this great social adventure.

DAVID HOBMAN, *Warden Secretary, Coleford District Community Association, Coleford, Gloucestershire, England.*

Kind Words

Sirs:

. . . May I again compliment you on the outstanding make-up of RECREATION magazine. It is being more appreciated with each issue. This does not mean that it was not appreciated in the past but, rather, that new heights have been established.

CHARLES F. WECKWERTH, *Director, Youth Leadership, Recreation and Community Services, Springfield College, Springfield, Massachusetts.*

Synchronized Swimming

Sirs:

Mrs. Norma Olson, who is national chairman of synchronized swimming, is a person to whom questions on the subject of synchronized swimming can be referred. She can be reached at 919 McKinley Avenue, Oakland, California.

MIN HENDRICK, *Director of Recreation, Niagara Falls, New York.*

About the Editorial

Sirs:

You might be interested in the background of Mr. Olson's editorial. [See page 5—Ed.] This was delivered as a talk by Mr. Olson at the annual meeting of the Izaak Walton League of America in Chicago last spring. It was entirely extemporaneous, without notes, and I have seldom seen an audience so instantly in harmony with the speaker. Actually, it suddenly became an almost spiritual occasion. While the editorial [condensed from the stenographic record of what he said] conveys the thoughts he expressed, it could not reconstruct the surge of feeling that all of us who heard it experienced. I felt very proud that Mr. Olson was speaking as president of the National Parks Association.

FRED M. PACKARD, *Executive Secretary, National Parks Association.*

READERS! *You are invited to send letters for this page to Editor,* RECREATION, *8 West Eighth Street, New York 11, New York—so that your ideas and opinions may be exchanged with others on the wide range of subjects in the recreation field. Here is your chance to agree or disagree with our authors.* —*The Editors*

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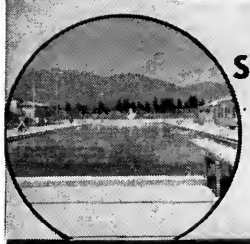

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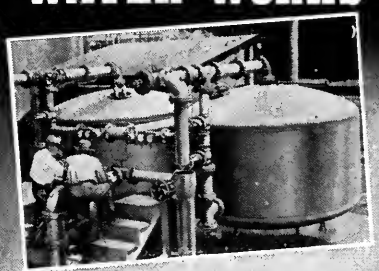

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AGENTS IN PRINCIPAL CITIES

Editorially Speaking

On the New Year

We turn another page of life;
May it not be one of strife;
May there be peace the whole world o'er;
And good will passed from door to door.
—*John G. Ickis (age ninety-three)*

This Month's Editorial

The editorial, "The Intangible Values of Nature Protection," by Sigurd F. Olson, which appears on page 4 of this issue of RECREATION, has an interesting background. (See letter from Fred M. Packard, executive secretary of the National Parks Association on page 9.)

Areas Invaded or Abolished

The American people do not know that demands are constantly being made by a misinformed portion of the public for uses of the national parks and monuments that were never intended, uses that are in direct conflict with the ideal of leaving them unimpaired for all time. They are unaware of the powerful pressures that exist for the invasion of such areas as Dinosaur National Monument and Glacier and Olympic National Parks.

The Father Millet Cross on the southern shore of Lake Ontario is one example of an area no longer regarded as a national monument; another is the Mount of the Holy Cross in the high mountains of central Colorado; and another, the former Wheeler National Monument—an area of fantastic splendor, also in Colorado. Even casual mention of this last area, in fine type, is omitted on today's road maps.

In Mt. Rainier National Park the landscape has been unnecessarily disfigured for, in places, roads have been built where roads should never have been built—along slopes too steep for construction. Gaping scars can be seen for miles—scars that can never heal because cuts are too steep or in solid rock. Further proposals are to invade the park with a tramway and other "improvements."

A storm of protest has arisen over tactics used to pass the multi-billion dollar Upper Colorado River Storage Project through Congress before sound appraisal. This project includes the construction of Echo Park Dam within Dinosaur National Monument. This park is considered by many to be the scenic climax of this national monument. According to *National Parks Magazine*, "The Echo Park aspect of the project contains such inept planning, the question arises as to whether equally serious errors may not exist in the computation of other dams."

Dinosaur Films

The National Parks Association has prints of two superb color motion pictures about Dinosaur National Monument, taken by Charles Eggert, which may be rented by members and interested groups. *This Is Dinosaur* is a spectacular scenic presentation of the beauty of the great canyons, with dramatic sequences of mounted dinosaurs, and of a boat trip down the rivers. It rents for ten dollars a showing. *Wilderness River Trail* is a record of the now-famous expeditions led by the Sierra Club to enable visitors to explore the rivers. The tranquillity of the streams, and the delight of camping there, is contrasted with the exhilaration of running the rapids; the film closes with scenes of what changes may be anticipated should Echo Park Dam be built. This can be rented for five dollars a showing. Both films, for 16mm. sound projector, run a little less than half an hour. Shipping costs one way are paid by the Association.

Swimming Pools

The significant boom in municipal outdoor swimming pool building in this country (see Editorially Speaking, October 1954 RECREATION) has stimulated a special series of articles for RECREATION on their planning and construction. The first article appears in this issue, on page 24.

Some few among many facts and figures about new construction, culled from recent reports:

Alabama. The new municipal pool in Selma, population 22,840, cost $106,000.

California. The city planning commission in Corona, population 10,223, has plans for a new park and swimming pool. . . . In La Junta, population 7,712, the citizens recently approved, by an advisory vote of 637 to 348, the city building and maintaining a pool. . . . Oakland's fifth bond-issue swimming pool and bathhouse, including bleachers to accommodate six hundred, will incorporate the most modern features and design. . . . In Los Angeles County a $14,000 floating fishing dock and a $262,000 swimming pool are planned for Puddingstone Dam in the recreation area of San Dimas, to be built by county funds. . . . The San Francisco Recreation and Park Commission, with a budget of $4,939,817 for 1954-55, has approved plans for an elaborate recreation facility, Garfield Square, which will include a swimming pool; and Paul Oppermann, city planning director, plans and hopes for fifteen new swimming pools for the near future.

Florida. Miami Beach has included a municipal swimming pool in this year's budget.

Iowa. Dubuque passed a $225,000 bond issue for a new swimming pool.

Michigan. In addition to its four outdoor, three indoor-outdoor, and thirty-seven school pools now in operation, Detroit is completing four others. All pools measure 42 by 75 feet and have adjoining sundecks. . . . In Dearborn, within the next few years, there will be an outdoor swimming pool in each major section of the city's twenty-five square miles. When the network is complete there will be one within walking distance of every home. A two-year program, already started, calls for eight such pools.

Ohio. Cleveland has ten new ultra-modern swimming pools costing approximately $1,000,000. Located in an area of 35,000 people within a three-quarter-mile distance, they are called "walk-to" pools because they can be reached in a matter of few minutes. . . . Norwalk also boasts a new outdoor pool, 60 by 120 feet, costing $73,000.

Oregon. A wedge-shaped pool accommodating 550 persons is the latest acquisition of Klamuth Falls, population 15,875. It has underwater and overhead lighting.

Vermont. The Parks and Recreation Commission in Springfield, population 4,940, completed its $100,000 Springfield Memorial Pool.

Washington. Citizens of Bremerton, population 27,678, opened their new

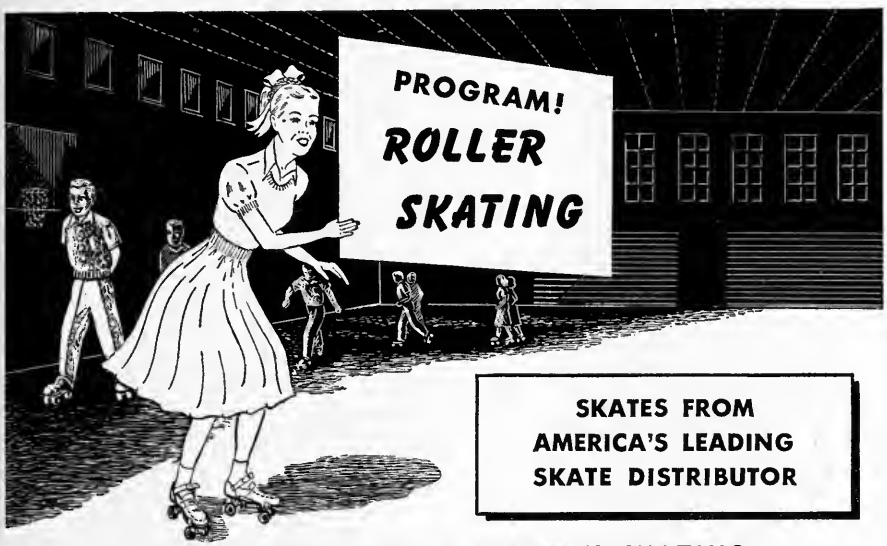
pool last August. In Evergreen Park, the ovoid pool measures 90 by 60 feet and can accommodate 300. . . . Seattle has a new all-year indoor swimming pool on the east side of Green Lake Fieldhouse. Underwater lights are recessed along the edge of the pool. . . . Part of Tacoma's $500,000 improvement program will be a salt-water swimming pool at Titlow Beach Park to be ready next summer. This is one of the last projects under a special millage voted in 1952.

"Comic" Books

"Concern about so-called 'comic' books, and action to try to protect young people from the horror and crime 'comics' are not new, although there has in recent months been a growing apprehension over them. Experts are saying that more youngsters are becoming involved in crimes of violence. They believe that many of these violent, destructive and vicious acts are in part directly traceable to stories or suggestions they have read in the so-called 'comics.'

"The National Congress of Parents and Teachers has an Action Committee on Comics, Motion Pictures, Radio and TV. Watch for the standards on comic books this committee is working out. These have been promised for an early issue of the National Congress bulletin.

"Have you actually read even one 'bad' comic book through from cover to cover and picture by picture? Or are you taking someone else's word that many comic books are awful beyond description? We recommend that you take the time to gain firsthand information for yourself. Do you know what kinds of comic books the young people in your community can find and buy on the counters and shelves of your local newsstands and stores?"—*Clara Peterson*, Chairman, California State Juvenile Protection, in *Parents Magazine*, September 1954.



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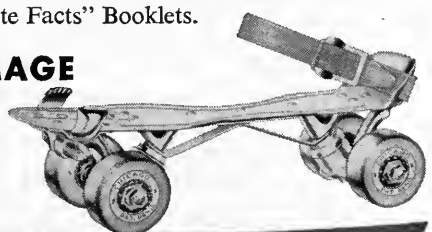

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Quotes for the New Year

"Society has ever been in great peril when it has failed to provide recreation and adventure as well as food."—*—Howard Braucher.*

"We may smother the divine fire of youth, or we may feed it."—*Jane Addams.*

"Emotional health looks like action that is happy and that is producing happiness. . . . It sounds like laughter that has no malice in it. . . . It expresses itself in the language of relationships."—*Bonaro W. Overstreet.*

"Double is the joy in a tree that is shared."—*Howard Braucher.*

"Play is the word that best covers the things which man is wound up to do, in the doing of which he is most himself. It is by being citizen, nurturer, poet, creator, scientist, by actively filling out the ideal waiting for him, that a man can win or save his life."—*Joseph Lee.*

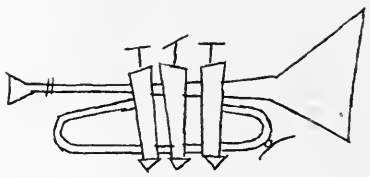
"There are no city deficits so terrifying and so terrible as deficits for living."—*Howard Braucher.*

"The hours that make us happy make us wise."—*John Masefield.*

"A city is a community of equals for the purpose of enjoying the best life possible."—*Aristotle.*

"Play is life; play is one of the ways in which you express what is most free in you, what is most human."—*Eduard C. Lindeman.*

MUSIC COMES TO MAIN STREET



H. W. Heinsheimer

TODAY a joyous sound is rising from every Main Street as millions of young and old, once content merely to listen to canned music, are now making music themselves. Playing a musical instrument, they have discovered, is a hobby that can be a satisfying outlet for the universal desire to be creative and a relaxing antidote to the tension of our era.

One reason for this astonishing trend is that new teaching methods make learning to play a joy instead of drudgery. No longer are lessons a boring series of mechanical exercises whose chief aim is to produce a polished technique. Enjoyment is now the goal, and technique is regarded as unimportant. After all, the average amateur wants to play fairly simple classical or popular tunes for his own pleasure, not for a critical concert audience.

Here's an example of the new method at work: A year ago a young composer and music teacher in New York City put an ad in the newspapers offering to teach how to play the piano *by ear*. He was amazed at the response. Recently I asked if I might visit his studio in Carnegie Hall and see how he conducted the first lesson of a new pupil.

The new pupil was Edward Jones, a travel agent about forty years old, who had never taken music lessons but who had a good ear and knew the melodies of a number of popular songs. The teacher, Morton S. Citron, mentioned four songs and asked Jones which one he'd like to begin with. Jones selected "Blue Moon" and, after being shown the key of C, managed to play the melody with one finger of his right hand.

Citron then showed him four simple chords: C major, A minor, D minor, and G major. Jones repeated them several times until he was sure of them. Citron next showed him how to combine the melody and the chords, playing the tune with the right hand and the chords with the left. Jones now tried it—and to his surprise heard himself play the first four bars of "Blue Moon." I looked at the clock; the travel agent had been a pupil for twelve minutes.

By the end of the half-hour lesson he could play eight bars, and had also tried a few additional chord patterns. When he left he was an excited and happy man. At the second lesson, after twenty-three minutes, he could play the entire song.

Not all of Citron's pupils catch on as quickly as Jones, who has an excellent ear for music, but after a few lessons they can play simple popular songs. "If a person can hum or whistle a tune I can teach him to play it on the piano," Citron told me.

Among his adult pupils are an assistant manager of a hotel, a nurse, a typesetter, and several doctors. One of the doctors is head surgeon of a large hospital. "The strain of operating is magically relieved when I get home and sit down at the piano," he told Citron. "Making music is a tonic and a perfect therapy."

Learning to play other instruments has similarly been simplified and transformed from a chore into a delight. As a result, the sale of musical instruments has boomed from some $87,000,000 worth in 1939 to about $325,000,000 worth last year. Since Arthur Godfrey began popularizing the ukulele, sales have risen from 60,000 to 1,000,000 a year. Before the war 180,000 guitars were sold in a good year; in 1953 admirers of Les Paul bought 300,000.

The instruments now most in demand are pianos, guitars, accordions, ukuleles, and electronic organs. One reason

Clarinetist Ev Blohaum, student and football player, joins farmers, housewives, in community orchestra, Waverly, Iowa.

H. W. HEINSHEIMER, *formerly a music publisher in Vienna, is now an executive of G. Schirmer, Inc., of New York City. He is the author of* Menagerie in F Sharp *and of* Fanfare for 2 Pigeons.

for the outstanding popularity of the piano is that makers have designed small ones that take up little space in modern small rooms; for example, a spinet that is only fifty-seven inches wide.

The new chord organ can be played with only two fingers. A finger of the right hand plays the melody and a finger of the left pushes the proper chord button for each tone of the melody. No knowledge of musical notation is needed—just memorize the various chord buttons.

The piano course is a favorite of the nine educational courses which the University of Houston, Texas, offers on its non-commercial TV station, KUHT. Music of all types is taught: opera melodies, easy themes from symphonies, folk songs, cowboy songs, current popular hits. Pupils of all ages are enrolled, including an eighty-five-year-old man. After the first six weeks of this eighteen-week course pupils without previous instruction can play about thirty pieces.

Industries are giving music increasing prominence in their recreation programs. On a recent trip to Chicago I attended a class conducted by Jean Clinton, who teaches a piano course created two years ago by the local branch of Western Electric Company as part of an adult education program for employees. An employee pays twelve dollars for ten lessons and the firm pays the rest of the cost.

A man in the class began to play "Old Black Joe." His face was strained as he searched out the notes with thick, untrained fingers. As he hit a wrong note he turned to me and said, "Five weeks ago I didn't know the difference between a door key and the key of C." When he finished he looked up with a happy smile, as satisfied as if he had played a recital in New York's Carnegie Hall.

About twenty firms in the Chicago area have similar music instruction for employees. "Every man finally gets too old to play baseball or go hunting," Miss Clinton said, "but he can always get enjoyment and relaxation from playing an instrument."

Throughout the nation about seven hundred industrial plants pride themselves on the organized musical activities of their people. The Dow Chemical Company in Midland, Michigan, has a string quartet, a symphony orchestra, choruses and various other groups, in which all employees are invited to participate. The groups' concert season includes thirty concerts, operettas, oratorios and a spring festival, all drawing big audiences.

In Peoria, Illinois, the Pabst Brewing Company's four-year-old musical program has resulted in a men's glee club, a mixed chorus, and lessons on several instruments. Two concerts are given each year for employees and their families as part of this program.

In 1920 there were less than one hundred symphony orchestras in this country; now there are about one thousand, only a tenth of which are professional. Some two hundred are college groups and seven hundred are community orchestras composed of citizens who gather together for the sheer pleasure of making music. A third of the seven hundred are in cities of 50,000 population or less; one is in Clarksville, Arkansas, whose population is 4,343.

The symphony orchestra of Kearney, Nebraska, recruits its sixty players from eight towns in the central part of the state, and some members make hundred-mile trips to attend weekly rehearsals. There is an "Over-Sixty Symphony" group in New York City whose only restriction is that all members be sixty or older, and a "Youth Symphony" in Seattle whose eighty members are high school and college youngsters.

In 1947 a few amateurs in Mobile, Alabama, formed a small chamber orchestra; today they have a full-size symphony and a paid conductor. Members include housewives, doctors, salesmen, lawyers, engineers, and ten music teachers from local schools. Two members are mothers with four children each. The group sets aside a fifty-dollar fund for baby-sitters in its five thousand dollar a year budget, and the mothers rarely miss a rehearsal.

A new branch of the do-it-yourself movement is "little" opera—a type simpler than grand opera. Only a handful of little opera workshops existed a decade ago; now there are three hundred. They have wonderful names: Grass Roots Opera, Lemonade Opera, Peninsula Players. Some combine efforts with the local community orchestra but most of them have only a piano for accompaniment. They use barns, school auditoriums—any space they can get. There is opera on the beach at Kennebunk, Maine, on a roof in Los Angeles, and in a cellar in New York City.

Opera offers a perfect opportunity for community effort. Costumes must be sewed, wigs made, scenery designed and built. Others who don't sing or play an instrument serve on committees that sell tickets, address envelopes, and prepare publicity. All have fun in joining hands in an inspiring cultural adventure.

The Grass Roots Opera of Raleigh, North Carolina, is headed by an elderly lawyer who has taken it to about one hundred and twenty-five towns and villages of the state. On its posters and programs is a slogan that might well be the motto of all who are making music in America's Main Streets, and are having a whale of a time doing it:

" We could follow no precedents, for there are none; we had to blaze a new trail."

Conductor Forstat, Westchester County Symphony Orchestra, New York, rehearses section.

ARE YOU HIBERNATING THIS WINTER

W. E. Powers

Each year our northland is covered with a snowy cloak which attracts over three million families to the wintry slopes to enjoy the sport of skiing. The first mantle of snow transforms this mass of ski addicts into uncompromising, resolute individuals who head for the nearest ski resort where their contagious enthusiasm is rewarded with soaring runs down the broad white slopes. Yet, there is at least an equal number of potential skiers who forego the pleasures of the ski slope, choosing instead a winter of hibernation indoors.

Many married and single folks profess an interest in skiing, yet shy away from it because they have heard that appreciable expense, danger or time is involved. Each year these rumors lead many to a winter of inactivity instead of snowy months outdoors enjoying one of the cleanest, healthiest, and most exhilarating of all sports.

Money is, of course, a prime consideration, but a little originality will usually solve this problem without sacrificing the fun involved. For instance, a group of office workers in Boston were plagued by limited finances. Acting on the premise that only tow charges are tolerable, they decided to beat the extra expenses a weekend skier must endure: meals, lodging, and transportation.

The group, which numbered over twenty, first mapped out a sector which included three or four major ski areas and then conducted a concentrated survey of the available real estate in that region. They soon found an old, partially furnished, eight-room house which had little appeal as a permanent rental but was ideal for a weekend of "roughing it." For a seasonal rent of two hundred dollars, a ton of coal, and a bottle of cooking gas, the lodging problem was licked and moderately priced, cook-it-yourself meals were possible. For another moderate fee a nearby neighbor fired the furnace so that a warm house greeted the skiers on Friday evenings. A transportation pool was formed to assure use of a minimum number of cars to get the twenty-odd skiers "up country," and a shuttle service allowed them to ski at the resort of their choice. The initial investment in this venture, split up among the participating group, was less than twenty dollars per person and permitted all the members to enjoy an unrestricted season of weekend skiing.

While most of the people involved in this plan were single, it can work equally well for married groups, especially where the children are grown up. It's usually difficult for married couples with young children to get away for even a single day's skiing—if grandmother isn't handy to alleviate the cost of baby-sitting. Many resorts are now setting up nursery schools so mom and dad can get out on the slopes while the kids have a time playing in the snow.

Next to ice cream, snow is perhaps the most magic thing that exists in a child's world. They love to slip and slide on it and to imitate their parents skiing. Introduce your child to skiing at an early age on a pair of ski-skates or a pair of the red-tipped, toy-store variety skis. You'll be many times rewarded as you see their inherent abilities blossom into skill and the development of courage, alertness, comradeship, and sportsmanship.

There are many other possibilities for married couples who just "can't find time to go skiing anymore." If everything else fails you might consider going separately on alternate weekends; or why not get together with other skiing couples, the men doing some fast and fanciful skiing on Saturday, the women getting in their bit on Sunday?

One way to solve the problem of getting away during the winter is to shift part of your vacation schedule to the winter. It's an opportunity to break up that long fifty-week interim between rest periods. A week at the shore during the summer and a week at a mountain lodge during the winter will add a new twist and zest to your vacation time. And, for economy, why not take advantage of the special all-expense ski weeks offered by the resorts which include meals, lodging, ski instructions, and lift tickets at nominal prices?

A winter lodge is a great asset and encouragement to winter vacations. However, most confirmed skiers and skiing families only dream of such as a luxury, placing it out of the realm of possibility. If you have aspired to owning a ski cabin but have been stopped by the price of the land, there is one

WILLIAM E. POWERS, JR., *is an aeronautical research engineer whose hobbies skiing and writing inspired this article.*

golden opportunity which should not be overlooked. The government leases many small tracts, principally in the West or Northwest, on which rustic-type cabins may be constructed. If you're lucky you might manage to acquire a tract around such famous ski areas as Aspen, Colorado, Sun Valley, Idaho, or in skiing sections of Washington, Nevada, California, or Oregon. There are other possibilities elsewhere about which the Department of the Interior, Washington, D. C., will be happy to supply information.

Costs

Skiing is not expensive. Your initial investment is really a subscription to pleasure. Moderately priced skis, poles, boots, and bindings will give countless afternoons of fun. For good quality in these items you may expect to pay twenty dollars for skis, six dollars for bindings, four dollars for poles, and another twenty dollars for boots. With care they'll last ten years; that's only five dollars a year for all the skiing you can pack into a season.

Ski clothes need not be stylish, latest model creations. There are many windproof, water-repellent clothes on the market at reasonable prices which will serve for everyday wear.

The lodging expenses, if you choose to go for a weekend, can be shared by accepting bunkroom accommodations, with meals, at about $3.50 to $5.50.

The beginner skier should not overlook the advantages to be realized by joining a local ski club. Dues may run from three to five dollars, but the return on your money is significant. For example, most clubs have certified ski instructors who give you free lessons almost every weekend on the club slope. Their equivalent at a resort is worth at least two dollars per lesson. You'll find that day or weekend trips are all planned for you in advance. You benefit from the special group lodging and tow rates which can be arranged for, as well as transportation privileges extended by other members who own cars, and they usually expect only a reasonable contribution for gasoline. Many clubs have ski lodges and slopes which you can use at no cost. There are many film shorts on skiing which are made available to skiing clubs, and you can enjoy these at club meetings when there is no snow.

Safety

There is a common fallacy that skiing is only for the young and healthy, that once you've passed thirty "you've had it," so to speak; but the truth is that the insurance mortality rate is the same for skier and non-skier alike. Your bones aren't really that brittle nor your limbs that stiff. If you feel that they are, then try herringboning spread-eagled fashion up a slope. There is no better conditioner for aging limbs.

The dangers of skiing are, like those of flying, vastly exaggerated. Your safety is assured if you obey a few simple rules and employ a little common sense. You'll find that there is a speed beyond which you feel unnaturally wobbly and off-balance when you attempt to turn. Learn it, and stay below it, or a trip down the slope on a toboggan will be your fate. The same rule applies to steepness. Don't tackle slopes, and especially trails, beyond your ability. Another foremost consideration is your physical condition. When the sun starts to dip and you're rushing downslope so you can squeeze in another run before the lift shuts down, remember your legs are tired, it's harder to see the ruts, and that last run will be icier.

It has been estimated, in a study, that approximately one-third of all skiing accidents can be attributed to skiers attempting feats beyond their ability. Almost another third are due to inability or poor judgment exercised when faced with icy conditions, sticky snow, impending collision, or poor visibility. In other words, over half of the skiing accidents recorded could probably have been avoided at the skier's option. So, if you follow the simple safety rules, your chances of avoiding an accident are at least twice as good as those of the more reckless skier on the slope.

Remember that most of the action of skiing centers about the legs. It's essential that you provide good support for your ankles. This means good boots. If you really fear that wrenched knee or ankle then invest in a pair of safety bindings which let go of the boot in a spectacular fall. Invest your money in good equipment rather than tailored ski clothes.

Anybody, at any age. can have fun on skis. If you have any doubt about this matter, visit one of the larger resorts some snowy weekend and watch toddling tots come bouncing down the slope, teen-agers whiz recklessly by, middle-aged folks glide through effortless looping turns, oldsters (and we mean those who have seen seventy years) performing their cautious turns.

The skiing family should not overlook the possibilities in suburban skiing or backyard skiing, meaning the small rope tows or local hills where leg power takes over. The rope tows allow a lot of skiing in one afternoon because they can handle a large capacity even on a busy weekend. The economy-minded family, after a dollar-saving Sunday dinner at home, will drive probably less than twenty miles to a rope-tow-serviced slope and, for a reasonable charge, enjoy a solid afternoon of skiing for not a great deal more than a movie would cost.

Timing

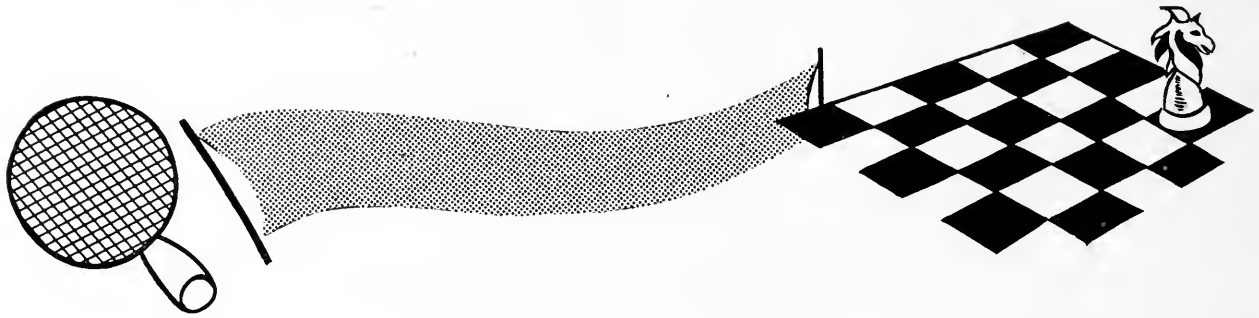
You'll be wise if you can manage most of your skiing during weekdays. Pick spots not too accessible by snow-trains or snow-buses. You'll also get more skiing for your money if you take advantage of a good snowfall in your own community. Reserve your trips for the time when local conditions are poor and the resort you plan to visit has the maximum snow cover.

The wise skier will check the snow reports published regularly in the newspapers or the late reports given on radio broadcasts so he may realize the most value for his dollar. It will also pay to check reported conditions against those you actually find at the resorts you visit so as to gauge their reliability.

The answer to the question, "What's the fun in skiing?" cannot be obtained by assuming the role of spectator. Initial self-consciousness regarding skill and technique will give way to a fierce pride at each new accomplishment. You, as a skier, will dwell in a snowy paradise of breathless beauty, travel feathery-white trails, and experience the uninhibited freedom of the skier. Then at the close of day, gathered around the open fire in the company of fellow skiers, you will realize the fun and satisfaction that skiing can bring you.

Community Recreation

Robert L. Horney



Highlights of seven different talks by Mr. Horney on community recreation, presented at state regional park and recreation meetings under the sponsorship of the Illinois Association of Park Districts.

It is difficult to define recreation because it has a different meaning to the individual at different stages of his life. It would be safe to say that each of us needs a change or release from routine. The things we do when we are free to do what we will may be classified as recreation or relaxation.

It is interesting to know what people do with their free time, but even more important to know what selections they make when there is a freedom of choice. If a quality and quantity of activities is not offered to help stimulate the wise choice of free time, we cannot justifiably criticize people who make unwise choices.

Although planned community recreation is winning the support of participants, civic leaders, and parents in community after community, *there still is insufficient understanding of its limitless benefits.* In many instances this is the fault of recreation leaders who have built a narrow little program around the known athletic interests of the male population, offering a few activities for men and boys only.

As important as these activities are, such a program limits the expenditure of the recreation tax dollar to only a portion of the citizenry. There are still too many well meaning "city fathers" who feel that the recreation budget should be spent only for children. We agree that children should be on the priority list, but other age groups in the community must not be overlooked. A purposeful and diversified total community recreation service should be the goal. Unless members of park and recreation boards, their employees, and the taxpayer understand more fully the philosophy, purpose, and values of an inclusive community recreation service, the citizens will receive only partial benefits for the tax dollars appropriated for recreation.

Some of the stock phrases we hear voiced by the laymen are: "Recreation keeps children off the streets"; "Recreation is a fun-program"; "Recreation cures delinquency"; "Recreation Keeps 'em busy."

These are only half-truths. If the present and future competition for the tax dollar goes toward a recreation program, that program must provide for the basic needs of the citizens through opportunities in creative expression, fellowship, adventure, outdoor recreation, relaxation, and service to our fellow man. Equal opportunities for both sexes and family recreation offered on a year-round basis are only two of the aims of a desirable program. A wide variety of program content for all age groups with ample opportunity to learn skills will help to attract and hold participants to activity centers.

If the recreation budget is insufficient

A diversified, total community recreation program, serving both sexes, families, and all age groups — providing ample opportunity to learn many skills — should be goal.

MR. HORNEY *is a field representative for the Great Lakes District of the National Recreation Association.*

to meet the mounting requests for services, the citizens should be encouraged to accept part of the planning responsibilities, and to interpret and support drives for additional funds. Often citizens can be stimulated to provide their own recreation opportunities in their backyards and home recreation rooms, through guidance from the recreation staff. Resourceful recreation directors are inviting civic clubs, fraternal organizations, and neighborhood parents' groups to underwrite and co-sponsor activities that will add quantity and quality to the program, and thus make it possible to include many more participants in the total community program.

A publication of the National Recreation Association has defined recreation simply as "a leisure time activity engaged in for its own sake." The activity may take the form of indoor and outdoor games and sports, hiking, picnics, dancing, drama, singing, playing instruments, arts and crafts, or clubs and discussion groups. If we can accept the fact that what a person does under conditions of free choice may also affect his character, isn't it highly important to provide the experiences that are wholesome and good for him?

An individual may be attracted to an organized recreation activity for one or more reasons. It may be only through curiosity. He may be influenced because his friends are interested. He may like the person in charge, or the way the facilities are maintained.

Since he attends of his own volition, it behooves the leader to encourage him to sample one or more activities. Often the leader's example will set the character pattern for the participants, whether attendance is casual or regular. Winning with modesty, losing without bitterness, participating with courage, and respecting the rights and privileges of others are the values a person may learn from sharing in group activities. Good character habits are learned under the wholesome guidance of qualified leaders of community recreation.

Of equal importance is the learning of skills which will develop hobbies and life-long interests. During the learning process participants discover new friends and associates interested in the same activity. This social aspect often is of as much value as the hobby itself.

It is highly important for the community recreation program to reach children, teen-agers, adults, and the elderly people of the community, for each age division experiences loneliness, insecurity, and an adjustment to new conditions. Unless a person can feel comfortable, useful, and accepted by his fellow men, at least within his own age level, there follows a shrinking, rather than an outgoingness, that may take him out of his rightful group. It is through hobbies and special interests during his leisure time that he is given a sense of belonging and a degree of personal satisfaction and recognition that cannot be duplicated in spectator activities.

Organized recreation programs offered in the neighborhoods of the cities and towns throughout the country will aid with the control of delinquent acts of various age groups. We need have little concern about an individual when he is eating or sleeping or working. It is free time that weighs heavily on idle minds. Although recreation is not prescribed as a "cure-all," it can be depended upon as a good antidote. Reliable testimonials from court judges, police officers and probation authorities support the fact that when young people have playgrounds and indoor recreation centers to rely on for their free time, delinquent problems are few.

Delinquency and vandalism know no boundaries and may break out in any neighborhood, rich or poor. It has been said that every child without guidance is a potential delinquent. It follows that all welfare agencies, churches, schools, parks and recreation agencies and parent groups should join hands to offer the type of community recreation program which will challenge the interest and participation of all young people. This requires cooperative planning, ample financing, and adequate facilities not more than a half-mile distance from each home in the community.

Recreation contributes generally to good citizenship. It involves the capacity for and a willing attitude toward cooperative effort. It offers the experience of group work and team work. These experiences learned early by young people lay the groundwork for cooperative adult citizenship.

The "How" of Program

It would be quite impossible to prepare a "blueprint" on starting a recreation program applicable to every community. However some basic principles can be followed. While the needs of the various age groups are much the same in every community, the techniques and procedures for stimulating an awakening of the citizens to the needs may vary somewhat. Many communities fail with their attempt to establish a community recreation program because of lack of professional guidance.

A short cut to successful community organization is available to communities who request the services of the National Recreation Association field representative who will guide the initial planning, make recommendations, and assist the local citizen's group in getting a community recreation program started.

The following ideas and suggestions have been used successfully in a number of communities:

A citizen's group composed of representatives from all the organized groups of a given community could be formed to study the needs, finance a study or survey by an experienced planner to obtain the facts to support the contemplated drive for an organized department of parks and recreation. When findings are available, an approach is outlined. The combined efforts of the citizen's group will be necessary to interpret the needs to all citizens.

This citizen's group will also need to be responsible for raising funds to finance either a demonstration program, pass a referendum tax to give permanency to the year-round program, or solicit funds to finance a seasonal program to meet temporary needs. Whatever method is selected, it will require professional guidance to minimize the responsibilities of the citizen's group and to obtain the results desired.

If plans are made for a referendum tax, it is important to let the citizens know how much additional tax will be added on an annual basis; what will be offered in the way of a program; and how the funds will be administered. These three points are extremely important and should be presented at the start of the educational campaign for

support of the recreation tax.

Other methods used to raise funds for part-time or seasonal program include benefits, voluntary donations, and solicitations. There are examples, too, of programs being started with volunteers and later taken over by the city, the school board, or the park board. In most cases, however, a tax referendum campaign was conducted to authorize a tax-supported body to collect an annual tax and supervise the conduct of the recreation program services.

There are many factors that affect the planning, conduct, and supervision of a given community recreation program. Population, industrial, residential, and racial groups, available facilities, adequate finances, availability of qualified leadership are some of the most important factors. It often follows that the larger the city the more the factors that must be taken into consideration by a legal or advisory board.

Regardless of the size of the community the minimum program of activities should include all age groups. A program for all is the only justification for spending tax funds. Unless the recreation board and the director are familiar with the basic needs of age groups the program will fall short in its effectiveness. The age group classifications to be considered are: children from four to eight years; eight- to fifteen-year-olds; teen-agers; adults and citizens over sixty-five years of age. Although details cannot be provided here, suggestions for desired activities for communities according to their different sized budgets, may be obtained free of charge by sending request and a stamped self-addressed envelope to RECREATION magazine.

We should not overlook the great wealth of volunteer leadership that is to be found in almost every community.* The job of the director and his board is to discover this potential leadership and to encourage these people to lend their skills to the enrichment of the community program. The secret of using volunteer leadership successfully is not to overload the work schedule of the volunteer, yet to give him the recognition that is his due. Volunteers may be found in every walk of life, parents, skilled laborers, professional people, and so on. One way to discover the people with skills who may work into volunteer leaders is to promote a city-wide hobby show. Use volunteers wisely, but do not overuse them.

There is available a wide range of cost figures for recreation program services. Unless we understand the local circumstances these figures are not of much value. We can find evidence in some cities where less than fifty cents per capita is spent on recreation, yet the community recreation department is providing a well-balanced program of activities. However, in most of these situations, facilities are provided at a minimum rental, maintenance is given without cost, charges and fees help pay the bills, and volunteer help is of the best quality. By way of contrast there are many communities spending the same per capita cost where there is very little to show for the expenditure.

The records show that some cities spend as high as $3.00 per capita for public recreation. Where the park and recreation departments are combined the figure may reach $6.00 per capita. This does not mean that cities with combined departments of parks and recreation must spend $6.00 or more for a recreation program. The reports do show, nevertheless, that in cities where the cost for recreation alone is over $1.50 per capita and from $4.00 to $6.00 where the parks and recreation are combined, a good job is being done in interpreting the program to the people of the community.

The time will come when most cities will spend as much as $5.00 to $8.00 per capita for recreation alone and from $8.00 to $15.00 per capita for a combined department of parks and recreation. However, park and recreation services will need to be improved, and this means better trained leadership to plan, conduct, and sell the program to the citizens. These predictions are not pipe dreams. If taxpayers would add up the costs they are now paying for mental institutions, penal institutions, crime, vandalism, and so on, they would find these tax costs overwhelmingly high. When communities are willing to spend more for diversified public recreation programs the tax costs for crime and mental illness may be reduced.

Additional funds for the support of the public recreation program may not come from the taxpayer if he has not been convinced that the increased costs will be useful and important to him and his family.

The total cost of community recreation need not always be borne by the recreation tax funds. The public school, private agencies, fraternal and other civic groups have a stake in the total program for the city. In the long run the total cost of the program may be held to a minimum if cooperative planning can be developed. An organization with representatives from many groups in the city, both public and private, could be developed to coordinate their efforts, monies, leadership and facilities in working out a community recreation program.

Cooperative planning reduces competition for participants, a duplication of activities, and expenditures, with the result that the total costs may be held down. Before much progress can be made, community leaders involved must be willing to be less concerned about identities and to forget personality conflicts that have prevented previous cooperative planning.

There is no excuse for smugness on the part of boards and directors with the programs they are offering. The point to remember is that we should not be satisfied just with the passage of a tax referendum. We need to keep building and evaluating the program from then on. This must go on throughout the year if the confidence and support of the citizens is to be won and held. Evaluating the program also aids in long-range planning and in finding out the needs of the people which change with times and conditions. The work of the leaders and the lay board must also come in for an evaluation. Only through taking an unbiased look at what we are doing, may we grow and expand our services.

Surely there is a limit as to how far you may go in planning *for* people. There is no limit to growth if we plan *with* people.

Condensed from the July-August issue of *Illinois Parks*, published by the Illinois Association of Park Districts.

* See Editorial, page 4.—Ed.

THE TOPEKA RECREATION STORY

Recreation: Second of a Series—
Topeka's Park Area Is Adequate for Its Size, But Lack of
Is Hampers Recreation
Recreation: First of a Series—
Topeka Led in Playgrounds 39 Years
But After That It Fell
Recreation: Third of a Series—
17 Topeka Parks, 25 School Playgrounds Have No Supervised Recreation
Recreation: Fourth of a Series—
Milwaukee, 'City of Lighted School House,'
Sees Recreation as a Part of Education
Recreation: Last of a Series—
Many Weaknesses Found in City Recreation Program: Leadership Needed
Recreation: Fifth of a Series—
Topeka Has Only One Lighted Baseball Field for 75 Teams
Recreation: Sixth of a Series—
Recreation Pays Big Dividends In Health and Public Safety

It took sixteen years to bring recreation to this community. This story is designed to help you do the same job — quicker.

John C. Drake

Topekans believe the truth of the old saying about water wearing away stone. They saw it happen—in the sixteen years it took them to get a full-time recreation department headed by a professional executive experienced in the recreation field, R. Foster Blaisdell.

It's a familiar story to hundreds of communities who have fought their way to a coordinated public recreation program supported by tax money. But to many other cities and towns not yet so fortunate, it may be a help to see how this community went about it.

Several basic principles emerged from this project: *It takes a great many different kinds of people to put anything across. It is difficult to get the general public stirred up over recreation. People don't see this need as they see the need to give bread to the hungry. You need both husbands and wives concerned and working on a project to insure success.*

Topeka is the capital city of Kansas. For many years, until World War II, its population was just under fifty thousand. There was some industry, mostly the Santa Fe railroad shops and offices. Hotel and convention facilities were good. Playground and recreation facilities were not.

In 1937, the president of the Topeka Woman's Club asked Mrs. Benson Powell, wife of a Methodist minister, to be chairman of the citizenship committee. Mrs. Powell, feeling that such chairmanships should not be routine, looked about for a job under that committee heading. With the trained eye of a minister's wife, she noticed that many Topekans lived in crowded areas with far too many children for the far too few yards or play areas.

Mrs. Powell had with her Mrs. Will Menninger and Mrs. Aubrey McDonald as committee members. Their first thought was of the city's schools. Why couldn't Topeka do as Milwaukee was said to be doing—light its school buildings at night, use them as centers for creative leisure for these overcrowded families?

Several women's organizations cooperated to get the WPA to conduct a study of the city's recreation facilities and needs. They met with John Gronseth of the National Recreation Association and worked out a detailed plan calling for a law to provide tax support for a paid, professional director. Here they met two big problems. Even though several organizations had become involved, the number of people actually close to the situation formed a drop in the bucket. *Not enough people had any real conception of problem or solution.* And this was still depression time. Wartime economy had not yet come into being—Kansas wheat crops had been few and cheap during the thirties—the state did not have the diversified industry it has today.

The mayor discussed the project with the city commissioners. They would not consider or favor anything calling for increased taxes. A state senator told the committee bluntly that a bill could be introduced in the legislature but that it would never even get out of committee so long as the local city commissioners did not favor it. Various social agencies began to worry. If the ladies succeeded, got their tax levy through to support recreation, what would happen to the annual fund drives of these agencies? The whole idea seemed hopelessly bogged down.

World War II created a fresh interest in recreation problems, however, and broadened that interest through a wider segment of Topeka. The National Recreation Association, through Arthur Todd and others, kept putting in a word when it could.

In 1945, Coffeyville in southern Kansas helped to get an enabling act through the legislature—this made it possible for cities to conduct referenda and set up levies for recreation purposes. As several cities took advantage of the new law, Topekans found themselves discussing their needs more pointedly. Mr. C. S. Hettinger, chairman of the Council of Social Agencies' Recreation Committee, led in planning a leadership training institute for Topeka in 1946 and NRA's Anne Livingston conducted it.

The terrible 1951 flood of the Kaw River did a good bit,

MR. DRAKE *is editorial promotion manager of Capper Publications, Inc., in the city of Topeka, Kansas.*

too—it welded a lot of folks closer together, forced some community activity. More people became conscious of the city's lack of adequate leisure-time facilities.

On the southwest side of Topeka, where the city was expanding most rapidly, Dr. Henry Blake bought a home for his family—and found he was an even mile from the nearest playground. He and his wife found their neighbors concerned, joined them in discussions which led to a neighborhood fund-raising campaign, the donation of some land, and a self-supported Westwood neighborhood playground.

Jim Reed, editor of the Topeka *Capital,* had moved into another new area where there were few or no playground facilities. Long sports-minded, Reed saw something needed to be done if Topeka were to remain a good place in which to raise a family. He employed Mrs. Victor Hawkins, wife of a research director, to make a thorough study of existing Topeka facilities. Meantime, through the National Recreation Association, and from editors in similar communities, he found out how Topeka compared with others. The comparison was not good, especially since the city had grown to almost twice its former size.

Barney Barnett enjoyed playing tennis in Topeka as a boy, and he worked with a group to provide tennis courts and maintain them. This made for another recreation-conscious group to help the chain reaction along.

These persons are, of course, only a handful of the many who had a share in bringing organized recreation to Topeka. The Chamber of Commerce sports and recreation committee was giving attention to the problem. The enlarged and now extremely active recreation committee of the Council of Social Agencies was holding frequent sessions.

Among other developments over the years had been a bulletin on available recreation facilities, developed by the council and printed by the Kiwanis Club. A youth center program had been started at the end of the war; a "senior citizens" project was under way.

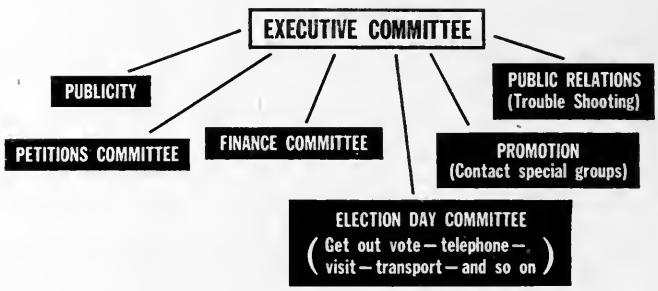
The next step was formation of an executive committee for a recreation referendum. This committee had to be apart from the Council of Social Agencies in order to take in every facet of the community and still have the council's background of experience, its facilities for getting jobs done, keeping records, and so on. It was vital that this committee have a clearly defined objective; otherwise it would bog down in a morass of mixed goals.

Seven articles in the daily *Capital* helped spark public interest and clarify the objective. It is often possible for a number of large committees to be functioning at full speed while thousands of people do not know the committees even exist, unless the town's newspaper really takes hold. The titles of these articles [see illustration] tell the story.

The executive committee, with representatives from a wide variety of local businesses and organizations, showed the breadth and depth this project had finally achieved. Mayor Kenneth Wilke and Board of Education President M. C. Oberhelman expressed willingness to cooperate with the committee and to follow whatever mandate the voters issued.

By 1952 fifteen years of work were behind the project; it had what it needed for success: an awakened community; a careful, intelligent planning group; a definite goal; and lots of energetic salesmanship. Barney Barnett expressed it well in words of advice to any community anywhere: "If you can find some way to correlate the efforts of the many people interested—then never give up—you're in." The Council of Social Agencies and its patient director, Romana Hood, had provided the correlating machinery.

The executive committee then organized itself for the last big push on this pattern:



An estimated budget was set up, door-to-door visitations made on merchants *by merchants* to raise the money for a recreation referendum campaign. The sum agreed upon was $850. A big general public meeting was an initial major step. Out of town speakers told of the need, the gains it would bring, and why everyone should back such a program. The promotion and publicity committee prepared five thousand leaflets and other printed materials. Arrangements were made for a large billboard ad on a principal boulevard, and for a plug on a bread wrapper. Another series of articles, about recreation in other Kansas towns, began to appear in the Topeka *Capital.*

Next came petitions for the election. These had to be in, signed by five per cent of the registered voters, thirty days before election day. Speeches were made before all service clubs and PTA's, and pamphlets were delivered to all of them in gross. The Council of Social Agencies provided valuable help again by having machinery to arrange speaking dates before all community groups. Local women's groups were very active throughout the campaign.

Posters were put up just a week before election day. Copies of the newspaper stories were put together in booklet form and distributed. Special interest angles were developed to help papers and radio stations. Local merchants put promotion material on their regular radio advertising spots. A special broadcast was planned and aired the day before election; and full page ads ran in both newspapers. On election day, the committee worked hard and long. The news came—*every precinct carried!* The totals were 23,506 for the proposal, 10,247 against.

So now Topeka has its five member recreation commission. The city commission and school board accepted suggestions made by the executive committee.

This brings us back to Mr. Blaisdell, the recreation director employed by the commission on January 4, 1954. Of course, he feels that the job has just begun. He has found scores of community agencies with some phase of recreation; but there is much still to be done. Keep at it, Mr. Blaisdell—water *will* wear away stone!

Some "Clippers" of the YWCA, Honolulu, in a fine team routine at Niagara Falls.

Synchronized Swimming

A NEW SPORT

Myron N. Hendrick

The newness of synchronized swimming, a sport which boasts but six years of recognition, still causes many persons to ask, "What is it, and how does it differ from water ballet?"

Actually, water ballet contributed much to its development, but synchronized swimming combines additional skills and variations of strokes which are adapted to musical accompaniment. Its relation to regular swimming is the same as that of "fancy skating" to regular skating, and in competition its judging is comparable to that of diving.

Synchronized swimming presents a field which is open to the majority of persons while the speed field is open to only a few. It creates and maintains interest among all levels of swimmers, as everyone can participate to one degree or another.* Use of supported floats in shallow water, floating devices, and simple arm strokes can be used to give a non-swimmer a place in the program otherwise denied him.

In its earlier stages, synchronized swimming was known as rhythmic swimming. It was then just the performance of standard strokes to music. As additional swimming skills were learned and perfected, music was introduced as background for formation swimming—or water ballet. Then began the interpretation of music in the water, variations of standard strokes and a combination of these phases. Thus synchronized swimming was developed. It covers a wider range than ballet, or just keeping time to the music; it tells a story as well.

The American Red Cross, in recognizing the activity by including instructions for it in its aquatic schools, has this to say, "The primary objective of our water safety services is to make people safe while in, on, or about the water. This objective is realized by teaching people how to swim and how to handle small craft. However, it is Red Cross thinking that the objective can be reached more easily if we are able to provide meaningful and enjoyable outlets for the skills learned in the swimming and small craft classes. In casting about for meaningful and enjoyable outlets, we were impressed by the possibilities offered in the field of synchronized swimming. Therefore, Red Cross is prepared and is working with established agencies with the express purpose of developing leadership in this field."

Another agency that is recognizing the activity is the YWCA which always has encouraged swimming programs, but has frowned on representation in competition. Now, in every community where synchronized swimming has begun to flourish, the "Y" has been an important factor through classes, clinics, exhibitions, and meets. This might very well be because synchronized swimming offers a real challenge to the interests of any girl who likes to swim. Realizing that the opportunity to attempt the stunts is contingent upon her improvement of basic strokes, the youngster really applies herself in classwork.

Ballet dancing is an important adjunct to the sport as the girls appreciate the grace and poise it develops, and it aids them materially in understanding and interpreting movements in the water. An understanding and appreciation of music is kindled as the girls scan music shops and libraries for material in planning routines. It isn't "be-bop" or "jazz" that appeals; what they are seeking is the type of music furnished by Andre Kostelanetz, Dave Rose, Percy Faith, the Boston "Pops," and the London Philharmonic.

We are not attempting, here, to present teaching methods or a complete story on synchronized swimming techniques, but rather to point out its growing interest and some of its values. There are many experts in the field who are willing to make their knowledge available and a bibliography appears at the conclusion of this article.

In Niagara Falls, we have held two Ca-

* Synchronized swimming, as well as being co-recreational, presents an excellent women's and girls' activity; trying out these beautiful strokes will strongly appeal to them. A WORD OF CAUTION, however: it is most IMPORTANT that leaders require a doctor's certificate from all participants, no matter what their sex, and that all usual safety precautions be strictly enforced.—Ed.

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U. S. senior national A.A.U. solo champion, Beulah Gundling, in costume for "Jewel of the East." Mrs. Gundling has given many demonstrations in foreign lands and in this country—including the one at the NRA Congress in St. Louis.

nadian-American synchronized swimming meets—the second was last July when our city, long known as a mecca for tourists, really turned out to welcome the visiting swimmers. Jointly sponsored by the recreation department and the Kiwanis Club of North Niagara Falls, with the cooperation of the YWCA, Red Cross, Girl Scouts and other community groups, the event had been in preparation for months and, from the time the first visitors arrived until the last had departed, every moment was planned for competition, clinics, and entertainment.

It was well that this planning had been so thorough as over two hundred competitors, students of the sport and coaches, converged on Niagara Falls from all corners of the land: from California on the West, Texas and Florida on the South; Maine and Quebec on the East; and such mid-country states as Missouri, Wisconsin, and Illinois. They journeyed in by car, by train, and by plane from Connecticut, New Jersey, Ohio, Pennsylvania, Michigan, Maryland, New York and nearby Ontario.

Why all this enthusiasm, not only on the part of the citizens of Niagara Falls, but shown by the visitors as well? The answer is simple. Niagara Falls has had the opportunity to share in developing this new sports activity, and has learned that its value in the field of girls' participation is unequalled.

Many recreation departments are still being censured for offering girls nothing but "rehashed boys' sports" in their athletic programs; but there has been no alternative.

However, as synchronized swimming is taking its place on the sports scene, it opens to girls a new field of enjoyment through participation in program activity.

The first interest in this sport in Niagra Falls was generated by the appearance in an exhibition back in 1950 of June Taylor, the national indoor champion, and of the Ornamental Swimming Club of Peterborough, Ontario, later national U. S. champions.

Sensing the possibilities of the sport as a new girls' activity, the community recreation officials formed a committee to seek additional information. Further clinics and exhibitions were held, which stimulated additional interest; and classes were started by the YWCA and the recreation department.

This search for knowledge brought to light the fact that many other communities were also groping for help. The idea of a meet that would not only offer official competition, but also would include clinics and instruction periods, was deemed the best means of disseminating this information. Securing the wholehearted cooperation of Mrs. Norma Olson, of Oakland, California, the national A. A. U. chairman, and Mrs. Peg Seller of Montreal, president of the Dominion of Canada association, a Canadian-American meet was initiated with the Kiwanis Club of North Niagara Falls as co-sponsors.

The meet was an immediate success and, in just two years, has become not only the most outstanding event staged annually in Niagara Falls, but has been recognized by swimmers in both the United States and Canada as an opportunity to further their knowledge and interest in sport. It has taken rank with the national championships of both countries. Champions and novices both have appeared in the Niagara Falls competition with equal confidence, and national committee members have been on hand to give words of advice to the aspiring youngsters.

Synchronized swimming competition is divided into three classifications: solo, duet, and team (four to twelve members). All of the girls participating prepare routines not to exceed six minutes, including a maximum limit of thirty seconds deck work. These routines must include five required stunts, one from each grouping listed in the A. A. U. synchronized swimming handbook. Five judges, sitting in elevated positions, determine the performances —taking into consideration such points as construction of the routine, presentation of strokes from the standpoint of perfection, and the synchronization of the swimmers, one with the other and also with the music. In addition they view the performance for manner of presentation, costuming, and spectator appeal.

California corralled the bulk of the honors in the 1954 Niagara Falls meet with the Athens Water Follies team from Oakland, composed of June Young, Joanne Berthelson, JoAnne Brobst and Jackie Brown performing a brilliant number, "Heralds of Eliza-

"Sea Sprites" from Lansing, Michigan, were among "fine ambassadors of youth."

bethan Court." In second place, the twelve-girl team from Peterborough, Ontario, performed an intricate pattern in "The Devil Dance." They were closely followed by the four from the Milwaukee, Wisconsin, Aquatic Club with their rhythmic "Mambo Tropicana."

Duet competition was spirited with Oakland's Jackie Brown and Joanne Berthelson adding to their honors with "Aladdin's Dream"; while the "Mercury Maids" presentation by Sandy Giltner and Judy Haga from the Lansing, Michigan, Sea Sprites was close behind in the runner-up spot. The solo competition resulted in a deadlock with Jo-Anne Royer from Riverside, California, and Sandy Giltner finishing all even. Miss Royer performed a classic number "Pygmalion's Dream," while Miss Giltner's was a novel performance of "The Sparkler."

While the big meet has had value to the visitors, the reaction of the townspeople has been the greatest factor from a recreation viewpoint. Without exception, the competitors were truly representative of what we as parents hope and look for in our youngsters. Whether the girls were from Montreal or Quebec, California or Maine, Michigan or New Jersey, Wisconsin or Texas, they were truly fine ambassadors of youth.

This little story hardly does justice to synchronized swimming except to show our enthusiasm, but we are willing to share what we have. Anyone seeking information about initiating a program can write to the Recreation Office, Niagra Falls, New York, or to the nearest member of the National A. A. U. Synchronized Swimming Committee in your locality.

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New Park Projects

More and more communities are finding new park and playground sites via acquisition of tax-delinquent tracts. In Minnesota the city council of Albert Lea (population 13,545) recently decided to purchase such a tract for development as a park. Residents have agreed to contribute playground equipment. Another Minnesota municipality, Brooklyn Center (population 4,284) has acquired approximately one hundred and thirty acres of forfeited land for park purposes.

The donation of land for park purposes by public-spirited citizens is also becoming more and more prevalent. In California, the town of Placentia (population 1,682) recently received twelve acres of land worth $50,000 and the services of a landscape architect from Mr. and Mrs. Edward P. Backs. More than a hundred townspeople started the project going with picks, shovels, and big equipment. This crew included Charles H. Hunt, who laid out the recreation areas in Long Beach and other areas as president of the state association of parks and recreation. He is blueprinting the clubhouse and other facilities. He says, "Although retired, I could not resist the temptation to promote one more park and recreation area."

A long-term project in Indiana is finally nearing completion. Construction on the earth-fill dam and concrete spillway at Versailles State Park in Ripley County is finally under way. When completed the dam will impound the waters of Laughery Creek, forming a lake of approximately two hundred and seventy acres within the park. Plans for the project were formed in 1935 when citizens of Decatur, Dearborn, and Ripley Counties united to contribute $28,000 toward purchase of the land on which the dam is to be situated. The money to buy the land was appropriated in 1947, condemnation suits were begun in 1948 but clear title to the land could not be obtained until 1953.

In addition to increasing the recreation value of Versailles State Park, a 5,400 acre area acquired from the National Park Service in 1943, the lake will provide a source of water for the town of Versailles and will contain enough storage to supply other adjacent communities.

Broward County, Florida, is busily developing its first public park, an area of 320 acres. Planting trees and digging at least two lakes are first projects under way. Tony Salvino, county commission chairman, believes the park should help curb juvenile delinquency in this area of 83,933 population, which includes Fort Lauderdale, Hollywood, Pompano Beach, vast stretches of The Everglades, and a Seminole Indian reservation.

OUTDOOR SWIMMING POOLS-Part 1

Considerations in Planning

George D. Butler

This is the first of a series of three articles on planning and construction. The second will appear next month.

More swimming places are needed! Above, typical crowd of youngsters register for the Swim-to-Live classes in Oakland.

The boom in the building of outdoor swimming pools of all types has been one of the outstanding recreation phenomena in the past few years and is based on the insistent demand by the American people for more places in which to swim. Colleges and universities, hotels, lodges, motels, clubs, and industries are among the agencies providing pools for restricted groups. Commercially-operated pools serve the general public; and outdoor pools, chiefly at camps, as well as indoor pools, have been built by voluntary agencies such as the YMCA and Boys' Clubs, primarily for the use of their members. A large number of private home pools have been built for family use; but the pools that have brought swimming opportunities to the greatest number of people are those constructed by recreation, park, and other public authorities.

The extent to which the movement for pools has grown is illustrated by a recent study in the State of California,[1] which disclosed a total of 417 pools open to the public or to certain age levels for instruction and recreation and an additional 51 such pools under construction or in the planning and drawing board stages. It estimated that there were approximately 19,300 swimming pools in the state, of which some 18,500 are private pools; yet it pointed out that "only the 468 public pools can be counted on to provide opportunity for the needs of most of the state's rapidly expanding population." Hoffman-Harris, Incorporated, estimate that the number of pools in America, exclusive of private estate pools, increased from 8,200 to 13,300 during the six years beginning January 1, 1948. A large percentage of all pools in the country are outdoor pools.

The American public has come to realize that swimming is a delightful form of recreation which can be enjoyed by people of all ages; that it is also a challenging sport and one that must be mastered before a person can safely engage in boating, fishing, and other aquatic activities. Because it contributes to health and physical fitness, swimming has won a high place in school and college physical education programs, thus affording instruction for large numbers of American youth. Ability to swim proved a means of wartime survival for countless numbers of servicemen, who consequently recognize the importance of teaching aquatic skills to the younger generation. Since most American communities have few, if any, natural facilities for swimming, artificial pools must be constructed in order to meet this growing demand.

The chief purpose of this series is to offer advice and suggestions to communities which lack adequate opportunities for swimming and are contemplating the construction of one or more pools. Opinions differ widely as to the relative merits of different types and shapes of pools, design features, water purification methods, and other factors. It is important that a community should consider carefully the various questions to be answered in planning and building a pool and make its decisions in the light of the best available information and experience. The articles outline several procedures that are essential in developing a swimming pool plan and point out other factors that have been treated at length in technical literature which merits careful study.

Initiating a Pool Project

Most public outdoor swimming pools are built, controlled, and operated by a recreation or park department or some other municipal agency, although boards of education have built such pools in several states. Occasionally, especially

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[1] *A Survey of the Swimming Pools in the State of California.* California State Department of Education. 1954. Pp. 17. Mimeographed.

in smaller communities, pools designed for community use have been financed, constructed, and operated by a citizens' committee or a local civic group. The procedure to be followed in setting out to secure a pool naturally varies with the local situation, but certain steps are generally advisable in order to assure the success of the project.

The individual or group that wants to secure a pool for the community usually must enlist the cooperation of others in determining what needs to be done and in developing a plan to do it. A recreation or park board may conduct its own investigation, but it often appoints a committee of interested and competent citizens to help with the study. In a community where no official group is ready to accept this responsibility, such a study committee is essential. Participation by a group of citizens in a pool study helps assure public support for the project. Whenever possible, a committee should include an experienced swimming instructor, pool operator, construction engineer, architect, public health official, physician, recreation executive, and an expert on water purification equipment. Often, however, such persons cannot be found in the locality and the committee must seek the help of outside authorities.

The importance of seeking the most expert and all-inclusive advice in the development of plans for a pool cannot be overemphasized. The health and safety of the people using a pool may be jeopardized, and activities limited, if mistakes are made in design and construction. Individuals and committees interested in building a pool are therefore urged to make a thorough study of the excellent literature available which deals with various aspects of pool design and construction, and to make sure that plans conform to commonly approved practice.

In most states plans for any swimming pools to be open to the public must be approved by the state department of health before the pool can be built; so, one of the first steps is to secure from the state or local health authorities copies of their regulations governing pool construction and operation. The names of competent, experienced pool architects and engineers can generally be secured from this source. Because of the many problems peculiar to pools, it is highly desirable that a person who has had successful experience in pool design be consulted by the committee early in the study and be employed to prepare the pool plans.

Before a final decision is reached as to type and size of the pool, it is well for members of the committee to visit other communities with pools of types under consideration. During such visits an attempt should be made to secure as much information as possible concerning various pool factors and features and to learn what changes have proved advisable on the basis of experience in the operation of the pools. In making its study the pool committee needs to gather information of several types, as follows (responsibility for various parts of the job may be assigned to subcommittees):

1. Existing facilities for swimming that are available for use of the local population and that might influence the attendance at a new pool, if built.

2. Types of pool activities for which there is present or potential demand and which should be considered in planning the pool.

3. Probable volume of use of pool based upon interest, population trends, summer temperature, vacation habits and swim consciousness of local population, use by neighboring communities, and so on.

4. The size and type of pool that would best serve local needs, as determined by the committee, and make possible the desired activities at a minimum cost.

5. Availability of sites suitable in size, nature, and location for a pool of the size and type proposed.

6. Estimated cost of constructing the proposed pool and bathhouse and of purchasing the site, if necessary.

7. Estimated annual cost of operating the pool and the probable income based on volume of use and types of services for which a charge would be made.

8. Various legal aspects of the project such as the authority of the municipality to finance and operate a pool or to permit a community group to build and operate a pool on public property; also, the liability of the pool management in case of accidents to persons using the pool. The possibility of joint financing of the pool by public and school funds should also be explored.

On the basis of the information gathered by the committee and of the advice from one or more pool consultants, a plan of action needs to be worked out, if construction of a pool appears desirable and feasible. Such a plan must provide not only for the size, type, and location of the pool, but for financing, managing, and maintaining it. A decision must be reached, for example, as to whether the public is to be taxed for building the pool, which usually involves a referendum authorizing a bond issue, or whether a campaign for funds is to be conducted. If tax funds are to be used, responsibility for building, operating, and maintaining the pool is usually assigned to a recreation department, park board, or other appropriate departments. If the pool is to be built with contributed funds, a corporation may be formed to carry out these functions, although in many localities responsibility for *operating* the pool is turned over to the municipality and, eventually, title to the pool is transferred to the city.

Public support and approval are essential to the success of every pool project. It is therefore highly important that the people be kept informed as to progress in the development of pool plans. It is often desirable to include on the pool study committee individuals selected from such groups as the chamber of commerce, churches, civic groups, voluntary agencies, organized labor, industry, and the press. Before a campaign in support of a pool proposal is launched, there is value in arranging a public meeting to which all local organizations are invited to send representatives and at which tentative plans are explained, sketches of the proposed pool are displayed, reasons for the project are presented, and suggestions are requested from the group. Preparation and distribution of a printed or mimeographed statement setting forth the values of a pool, describing the proposal, and interpreting the cost are an essential feature of a bond issue or fund campaign.[2] ➤

[2] For further suggestions see "Promotion of a Mill Levy" by George Schaumberg, RECREATION, October 1954.

Swimming class in Tennessee pool. Teaching children to swim is the best and safest way to assure a future pool clientele.

Factors Influencing Pool Design

Types of pool activities desired, location, size, and cost, as previously mentioned, are among the factors influencing pool design which require early consideration. Various ways in which these factors affect pool plans are:

Desired Pool Activities. The outdoor swimming pool, like every other recreation facility, has value only because it serves specific functions and makes it possible for people to engage in desired activities. The first decision in pool planning is therefore to secure agreement as to the specific activities for which it is to be built and their relative importance. Most public pools are intended primarily to afford opportunities for people of a wide range of ages to enjoy bathing and general swimming. Unless designed primarily for children, most pools are also constructed to accommodate people wishing to dive. Swimming instruction for children, youth, and adults, is almost universally provided, and its requirements are quite similar to those for general swimming. Life saving, competitive swimming, survival aquatics, synchronized swimming, water polo, water pageants, and swimming for the physically handicapped are among pool activities that are growing in popularity in many cities that have more or less specific space or facility requirements. A careful study of potential aquatic interests in the locality may reveal a desire for activities that require modifications in the proposed pool plan. It is seldom possible in a single pool, especially with limited funds, to meet fully the desires of all special interest groups, but an attempt should be made to design a pool to serve many diversified uses.

Site Selection. The pool constructed on a site that is attractive, easily accessible to the people it is intended to serve, and adequate in size has a much greater chance of success than one in a less favorable location. For this reason the least expensive site may prove costly in the long run. Site requirements vary somewhat with the type and size of pool although every pool site should meet certain criteria. A small pool designed to meet the day-by-day needs of the people of a neighborhood should obviously be located as near the center of the neighborhood as possible. Location on a heavily traveled thoroughfare should be avoided. Since the pool will serve relatively small numbers of people at one time and since many of these will walk to the pool, a comparatively small site or a small portion of a neighborhood recreation area may be adequate. It should be ample to make possible plantings and other protection to neighborhood properties. A large pool, on the other hand, providing a center for city-wide aquatic events and used by people from a wide radius, requires a considerable area, not only for the pool and bathhouse, but for the parking of automobiles. Many of the most successful municipal pools are located in large parks, which also contain picnic and other sports facilities which help attract individuals, families, and community groups. A pool serving an entire community or a large geographic area should be located where it can be reached easily by public or private transportation.

Desirable features for a pool site are: easy access to an adequate water supply; the availability of sewers ample to permit the pool to be emptied within a few hours without flooding the basements of nearby homes; a high, dry location; a terrain capable of supporting the weight of the pool without expensive excavation and supports; and satisfactory subsurface drainage. Locations to be avoided include those with high prevailing winds, limited exposure to the sun, and prevalence of dust, smoke, soot and acid resulting from proximity to factories, unpaved roads, and railroads. The existence of other recreation facilities on the site or the possibility of developing them is an advantage.

Whenever the city has a long-range recreation plan, the pool should be located in relation to it and in any case the over-all plan of community development should be considered in locating the site. The present trend toward the construction of small neighborhood pools reflects the emphasis in recreation planning upon the development of facilities near the homes of the people they are designed to serve.

Size of Pool. One of the first questions bound to arise is, "How large a pool should we have?" It is one of the most difficult to answer with authority because attendance is influenced by climatic conditions, competition from other recreation facilities, local habits and economic factors, the program offered, and the quality of operation. Several formulas or criteria have been proposed for estimating the amount of pool water area required to serve a city's needs. Most cities of twenty thousand or less require only one pool; hence a formula would indicate what its size should be. Larger cities, on the other hand, are likely to have more than one pool; and, since these may be designed to serve different aquatic needs, they vary widely in size. Experience has shown that public demand for pools, as for other types of recreation facilities, often varies directly with the availability of these facilities; in other words, a city with one or more successful pools is likely to want more pools and to be willing to pay for them, whereas cities with no swimming facilities may evidence little desire to acquire them.

The National Recreation Association has long proposed that a city provide outdoor swimming space—in pools or beaches—to take care of three per cent of the population at one time, allowing 15 square feet of water area per person,

or a total of 450 square feet for each 1,000 people. One company which has built many pools proposes 200 square feet of water area for each 1,000 of the total population the pool is designed to serve, and warns communities against building too large a pool.[3]

The Tile Council of America, in a folder entitled *Community Swimming Pools*, suggested typical pool sizes for communities varying from 4,000 to 90,000 population, ranging from 600 square feet per 1,000 people in the former to 320 square feet per 1,000 in the latter.

The need to qualify any formula for determining the size of pool area a city needs in the light of local conditions is illustrated by the situation in Levittown, Long Island, New York, a new community of nearly 80,000 people. It has nine outdoor pools, each measuring 75 by 125 feet, or more than 1,000 square feet of pool area for each 1,000 people. This amount is far in excess of suggested standards. In spite of this, and of the fact that Levittown is only a few miles from the exceptional bathing facilities at Jones Beach State Park, the pools are so popular that it is often necessary to close the pool gates to prevent overcrowding.

Estimating Pool Capacity. The estimated number of persons who are likely to use the pool for various types of activities must be taken into account in calculating the required size. A frequently quoted study of pool attendance, made at Iowa State College[4] indicates that:

1. The smaller the community the larger the proportion which will use the pool.
2. For cities under 30,000 the maximum daily attendance will be between five to ten per cent of the population.
3. The average daily attendance is about two to three per cent of the population.
4. Maximum daily attendance at any one time is about one-third of the daily attendance.
5. Maximum daily attendance will generally be two to six times the average daily attendance.
6. The attendance at any one time on maximum days is approximately the same number as the average daily attendance.

One consulting engineer has determined that the people of a given community with suitable pool facilities may be expected to take a total number of swims equaling twice the total population.[5] He estimates that the total swims per season will represent the equivalent of twenty peak load days, although it may reach the equivalent of twenty-five or thirty peak load days in municipal pools.

Mr. C. P. L. Nichols, municipal supervisor of aquatics in Los Angeles, describes the formula he has devised for estimating pool capacity based upon years of study and experience.[6] He allows 15 square feet for each bather and 30 square feet for each swimmer. He defines a person using water less than 5 feet in depth as a bather and one using water 5 feet or deeper, a swimmer. The formula for determining patron capacity of any pool is therefore:

Area of shallow water + Area of deep water = Total peak capacity

[3] *Public Swimming Pools*, Paddock Pool Equipment Co., Los Angeles. Pp. 3. Undated.

[4] *Modern Swimming Pool Data and Design*, Elgin-Refinite Division of Elgin Softener Corporation, Elgin, Illinois. 1954. Pp. 98.

[5] Wayne A. Becker, "How to Determine Pool Area, Site and Design" in *Take the Guess Out of Pool Planning*. Hoffman-Harris, Inc., New York. 1953.

[6] "Swimming Pool Layout," *Parks and Recreation*, May, 1953.

Scene at a Levittown swimming and wading pool clearly illustrates popular use of deck space and of the shallow water area.

This figure is multiplied by the number of shifts or peaks per day to determine the total daily capacity of the pool. This formula allows more space per patron than the standard proposed by the American Public Health Association,[7] which estimates that 27 square feet of water 5 feet deep or more or 10 square feet of shallower water is required for each person in attendance at the pool at one time, whether in the water or not. This standard when applied to pools with 75 per cent or more of the area less than 5 feet deep, calls for about 12 square feet for each person in attendance.

The bathing capacity of a pool is limited also by the water volume and the amount of clean water added, both fresh and recirculated. Many states have adopted regulations governing the total number of bathers that may use a pool during a given period, and these must be taken into account in calculating the capacity of a proposed pool.

Costs. Construction costs are one of the first problems that must be taken into account. Like some of the other aspects of pool design and construction, cost figures cannot be standardized, for they are influenced by many factors. Probable costs are affected not only by local wage and materials cost-levels, but by the type, size, location, and shape of pool, the type and size of bathhouse, the purification system, and a great variety of construction and equipment items. Until the type of pool facilities desired and their specific requirements have been determined, at least tentatively, costs of a project cannot be estimated closely. Some indication of probable cost ranges may be gained, however, from the experiences of other communities and of pool designers. The information that follows affords a basis for estimating roughly the cost of pools of various sizes, although it should be pointed out that some cities have reported spending more than twice as much as others for a pool of similar size and type.

The National Recreation Association made a study of reported swimming pool costs in sixty-six cities that constructed outdoor pools between 1948 and 1952. It revealed that the pools, not including the cost of bathhouses, cost on the average between $12.00 and $12.50 per square foot of water surface, with a median cost of $12.04 per square

[7] *Design, Equipment and Operation of Swimming Pools and Other Public Bathing Places.* New York. 1949.

foot. The average cost of sixty pools, including bathhouses, was $16.61 per square foot of water surface, with a median cost of $15.98.

A 1954 study of outdoor pools, conducted by the Conference for National Cooperation in Aquatics, covered the cost of sixty-three pools, not including bathhouses, built between 1948 and 1954. The average cost per square foot of water surface for pools with less than 4,000 square feet was $15.30 and for pools with 4,000 to 6,000 square feet, $11.46 per square foot. For larger pools the average costs for three groups were $12.28, $14.65, and $10.90 respectively.

The opinion that, in general, other factors being comparable, the smaller the pool, the larger the cost per square foot of water area, is confirmed in cost estimates by two swimming pool designers. The Charles M. Graves Organization, park and recreation engineers of Atlanta, Georgia, has worked out the following schedule for estimating pool costs which include the pool with its fittings, underwater lights, fencing, deck and mechanical equipment — everything but the bathhouse itself:

Size of Pool (square feet of water area)	*Cost* (per square foot of water area)
0- 4,000	$11.00-$12.00
4,000- 5,000	10.00- 11.00
5,000- 6,000	9.00- 10.00
6,000- 7,000	8.00- 9.00
7,000- 8,000	7.00- 8.00
8,000-14,000	6.50

It estimated in 1953 that a well-constructed bathhouse could be built for approximately $12.00 per square foot.

Kenneth H. Larkin, pool designer of Kansas City, Missouri, has prepared a graph indicating estimated costs of swimming pool projects, which in this instance include the pool and bathhouse completely equipped and ready for use. The variation in cost per square foot of water area for pools of different sizes is evident from the figures for three pools, taken from the graph:

Square Feet of Water Area	*Estimated Total Cost*	*Cost per Square Foot of Water Area*
1,800	$30,000	$16.67
4,000	61,000	15.25
9,000	110,000	12.22

Mr. Larkin has also prepared a breakdown of estimated construction costs for a pool 50 by 100 feet. Of the total estimated cost of $70,626 for the complete project, $44,091 was allocated to the pool itself and utilities, $18,735 for the bathhouse, and $7,800 for special features and equipment. Approximately seven per cent should be added to these figures to allow for the engineering design fee.

The preceding figures afford some basis for determining the probable cost range of constructing a pool, but they also illustrate the variability of such costs as reported by communities building pools in the last few years.

* * * * *

The second article in this series, to appear in our February issue, will deal with design and construction features. Consideration will be given to items such as pool shapes, dimensions, water depth, deck, swimming area, overflow troughs and water purification equipment.

Trends in Swimming Pool Design

Primary Considerations

Probably the most basic change in the thinking of the swimming pool expert is a greater understanding of the functions of swimming pools in the over-all recreation program, together with the recognition that it is not enough to plan merely an isolated structure, but that it should be co-ordinated with the over-all recreation area and community program. Consequently, we see designers integrating the location and facilities of the swimming pool with existing and planned future community facilities. This assures the community of maximum usage from the pool. The pool site should be selected carefully in a park or picnic area which has good transportation and sufficient parking facilities. Many architects have seen the wisdom of cutting costs by getting double usage from the pool bathhouse as an athletic locker room for high school teams or other athletic organizations.

Once the pool is integrated with the other recreation facilities, a number of architects analyze the usage of a pool very carefully. This includes a study of the ratio of adults to children that will be using the pool, together with the anticipated ratio of divers, men to women, swimmers and beginners. Among adults, men usually outnumber women two to one. The finished swimmer-to-beginner ratio is important in that it determines the ratio of shallow to deep water.

Next in importance, pool designers are doing a great deal of thinking about the ratio of water area to lounging area. It is being recognized that, more than ever, people go to a pool to sunbathe and lounge, so these lounging areas are increasing in size. With this in mind, forward-looking designers are increasing the deck area to equal the swimming area. These lounging areas should be so located that they can be converted to spectator space with the erection of bleachers.

In addition, pool design is concerned with whether this is a hot climate where shade should be provided, or a cool climate where all possible sunshine should be utilized. This question should be studied from the point of view of both the swimmers and the loungers.

The design of a pool is being governed increasingly by the ratio of swimmers to non-swimmers. In the past it has been rather common to design a pool in which forty per cent of the area is over five feet in depth (which is usually considered to be "deep" water). However, in most public pools it is fre-

quently observed that as high as eighty per cent of the people frequent the non-swimming areas, and, consequently, pools are now being designed with a higher percentage of the water being under five feet in depth. Of course, it is the desire of the designer to have the pool meet the dimensional requirements for competitive swimming, but lately there seems to be a feeling that the basic problem is to design a pool that will meet all needs. Consequently, there is a de-emphasis on ironclad competitive dimensions.

Lounging Areas

Park commissioners and recreation directors have all confirmed the fact that when a pool is designed for a certain number of people, and that number has entered the pool area, there is usually no more than one-third of the people in the pool at any one time. The others are on the sidewalk and lounging areas around the pool. A large percentage of these non-swimmers actually spend very little time in the water and the rest of the time is spent sunbathing and in other activities. Pool designers have very wisely come to the conclusion that the six- and eight-foot walkways surrounding pools years ago are today completely inadequate. They have reversed their thinking and are now at the point where they feel that the walkway and lounging area should be far larger —in fact it should approximate the water area. Most important to the pool designer is the fact that, since not more than one third of the people are in the pool at any one time, smaller pools with greater lounging areas will meet the need, and such pools can be provided at lower cost. This being the case, there is a definite trend toward designing smaller pools with larger lounging areas around them .

In line with the greater emphasis given to lounging and recreation areas adjoining swimming pools, designers are going a step further in many cases by providing areas for refreshment or eating. These areas are always fenced off so that no food can be taken back into the pool area itself.

Other recreational facilities that can be provided in a pool area include such games as shuffleboard and also grass or sand play areas where volleyball, badminton, and other games can be played. These again must be fenced off from the pool proper so that entrance and exit to the immediate pool area can be controlled. Showers are so located that all sand and dirt can be washed off the swimmer before he reurns to the pool.

Wading Pools

The practice of providing wading pools in connection with swimming pools is a trend which is definitely on the increase. In the past they have been located immediately adjacent to the pool but we now find that the trend is to move them away from the swimming area. The reason for this is that there is usually a mother or sister watching the toddler in the wading pool. Consequently, a congestion occurs if the wading pool is too close to the swimming pool.

The play appeal of these wading pools has been increased by the use of spray fittings or small fountains. Sand beaches are often provided beside the wading pool. When these wading pools are located near the swimmer pools, it is wise to fence them to prevent the toddlers from falling into them and also to keep the swimmers out of the wading area. Architects are increasingly specifying additional benches for the comfort of the parents who accompany the children.

Pool experts have recognized the necessity of using chlorinated water of pool temperature in the wading pool in place of the old draw-and-fill method where the water is cold when it comes in and then is no longer safe by the time it warms enough for comfort. Consequently, the wading pool water is now being filtered by the same filtration equipment serving the main pool. The water can thus be cleaned and purified regularly. This is quite necessary because the pollution is usually higher in the small pool than in the regular swimming pool.

Bathhouses

A matter that has frequently troubled the recreation director and park commissioner is the high cost of the bathhouse in ratio to the cost of the pool. It frequently has been found that the bathhouse cost is equal to that of the entire pool. This does not seem to be justified and architects are doing what they can to eliminate such high costs. One way to do this is to have the bathhouse used as a locker room for some other athletic activity, thereby having this other activity share in its cost.

In the Southwest, dressing rooms are frequently built without tops in an effort to cut costs as well as to keep the bathhouse well lighted and dry.

Another trend in bathhouse design is the recognized necessity of providing better sanitation. Bathhouses are now built so that they can be hosed down and scrubbed with a mild disinfectant. For this reason most bathhouses now have floors of concrete slab or non-glazed ceramic tile, frequent floor drains, and partitions that are either open at the top so that wash water can drain off rapidly, or concrete block or glazed tile walls with floors pitched to the drains.

Another changing concept is that of the footbath. Many public health officials now state that a simple flow-through footbath that is designed to wash dirt and sand from the feet is the most practical answer. They reason that a disinfectant solution strong enough to last the whole day would burn the feet during the early morning hours and, if comfortable for the feet during the morning, would be diluted and weakened to the point of ineffectiveness during the afternoon and evening.

Pool Safety

Water sport promoters, such as the American Red Cross, have long advocated the use of lifeguard chairs, and every outdoor pool should have one or more of these elevated chairs. The extra height of the chair raises the guard to the proper level where he can see the entire area he is to protect. It also raises him above distractions which occur around the pool edge. Recently, we have seen several pool lifeguards armed with a shepherd's crook or long bamboo pole which they extend to a swimmer who is in difficulty. This seems very practical in that a lifeguard is certainly much more effective on the shore than he is in the pool.

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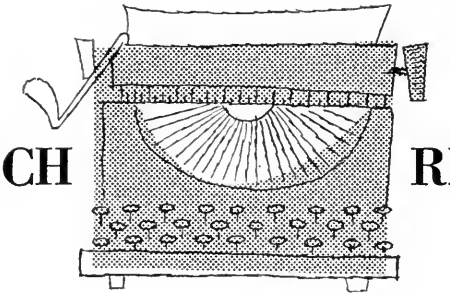


RESEARCH REVIEWS AND ABSTRACTS

George D. Butler

Making Teen Centers Succeed*

This booklet has been prepared by Sidney G. Lutzin from a study and evaluation of fifty teen-age centers located in all sections of New York State. It could well serve as a primer for organizations or groups contemplating the beginning of a teen center. There is also much information included that will prove helpful to those now operating such a program.

This report is written in a very logical and interesting manner and will appeal to both lay and professional folks. It describes methods that have been successful, as well as pointing out the many pitfalls to be avoided. A number of pictures are used to illustrate specific points.

The author recognizes that the type of teen program will vary from community to community; however, he very clearly sets forth the basic principles which are necessary to insure success in any situation.

One finds in this well-prepared booklet the highlights of the problems and procedures involved in organizing and operating a teen center.—FRANCES DONNON, *Executive Secretary, Philadelphia Recreation Association.*

Alumni Rate Undergraduate Courses

As part of a study to determine alumni opinions about their undergraduate preparation, conducted at Pennsylvania State University, Charles O. Micklewright queried thirty-four recreation graduates. They were asked to rank the courses in their undergraduate preparation according to the relative values of the courses to them. The results, as reported in the October 1954 *Alumni Newsletter,* were:

"The ten courses rated highest by recreation graduates included (in order of their preference): Student Leadership, Public Speaking, Social Recreation, Practice Teaching, Recreation Areas and Facilities, Community Recreation, Playground Management, Recreation Field Practicum, English Composition, and Principles of Recreation."

Census Bureau Reports 1953 Municipal Recreation Expenditures

The *Compendium of City Government Finances in 1953,* issued in 1954 by the United States Department of Commerce, Bureau of the Census, contains valuable information with reference to municipal finances in 481 cities with a population of 25,000 or more. The following items are taken from this publication which is available from the United States Government Printing Office, Washington 25, D. C. at $.70 per copy.

The 1953 expenditures for recreation totaled $259,465,000; of this amount $199,000,000 were for current expense and $60,000,000 were for capital outlay, including $46,000,000 for construction only.

The 1953 expenditures represented an 11.1 per cent increase over the comparable 1952 figure. This was a relatively greater increase than for any other function except general public buildings. However, the 1952 total was only slightly greater than the corresponding total for 1951.

The average per capita expenditure for recreation for 1953 was $4.19. This varied from $3.28 per capita in 126 cities of 50,000 to 100,000 to $5.68 per capita in 13 cities of 500,000 to 1,000,000. (The average expenditure for libraries in the 481 cities was $1.42 per capita.)

The percentage of increase from 1952 to 1953 varied from 1.6 per cent in the 5 cities of 1,000,000 or more to 22.9 per cent in 65 cities of 100,000 to 250,000.

Property taxes accounted for about three-fourths of local tax revenue in 1953. Inter-governmental revenue—primarily fiscal aid and reimbursements from state governments—was the second largest revenue source.

Spending was higher than in 1952 for all major municipal functions with the exception of public welfare, for which a slight decline took place.

Recreation is defined as follows in the Census report: "Cultural-scientific activities, such as museums and art galleries; organized recreation, including playgrounds and playfields, swimming pools and bathing beaches; municipal parks; and special facilities for recreation, such as auditoriums, stadiums, auto camps, recreation piers, and yacht harbors."

State Survey of Swimming Pools

The California State Department of Education has completed a survey of swimming pools in the state revealing an estimated total of approximately 19,300 pools.

A total of 412 pools open to the public or to certain age levels for instruction and recreation include 117 owned and operated by cities or communities, 117 privately or commercially owned and operated but open for either limited or unrestricted public use, 87 on high school grounds, 20 owned and operated by counties, 20 by colleges or universities, 29 by elementary or unified school districts, 14 jointly financed and operated by schools or other governing agencies, and 8 by recreation districts. Fifty-one new pools, most of them on school grounds, are now being built or are in the planning and drawing board stages.

Swimming pools with restricted use include a conservative estimate of 18,500 private swimming pools, 270 pools maintained by hotels, motels, resorts, and so on, and 40 pools owned by private and parochial schools, clubs and private agencies.

The Bureau of Health Education, Physical Education and Recreation of the California State Department of Education is also completing work on a publication to be entitled *Swimming Pool Standards and Recommendations for Planning and Construction.*

* Available from New York State Youth Commission, 66 Beaver Street, Albany, New York. Pp. 43. Free.

MR. BUTLER *is director of the NRA Research Department.*

Check List for Swimming Pool Construction

A check list for swimming pool construction committee chairmen appeared in the June 1954 issue of *Beach and Pool* in an article by Kurt Allen Brod, manager of the Richmond County Country Club, Staten Island, New York. The items included in the check list are equally useful to a committee concerned with the construction of a municipal pool.

1. Plan your pool project for the future even exceeding your present aspiration.

2. Openly receive all recommendations by experienced sales engineers. They'll give you excellent reasons as to site, location because of water supply, drainage, landscaping, prevailing winds, sun and shade, accessibility to bath, club and parking facilities, and so on.

3. Include in pool design outline:

The style
The size
The features
Location of ladders and boards
Lighting under water and above
Inside or outside installation
Wave troughs
The number of individuals it might be expected to accommodate
Drainage—filtration and chlorination
Diving depths and wading depths
Type of earth—sand, clay, hardpan, rock, and so on.

4. Have prepared a complete set of blueprints of pool and of specifications.

5. Shop around the market for builders, contractors, governing all phases of actual installation. Allow all competent contractors a proper audience with the entire committee to study proposals.

6. Inspect and talk with owners of their other installations or, at least, correspond with them.

7. Obtain bids pertaining to specifications and phases.

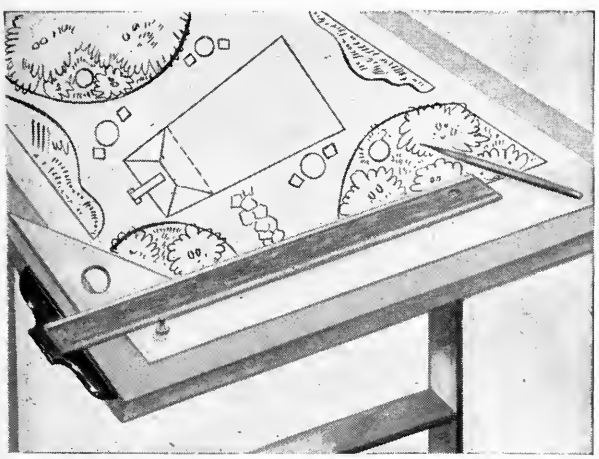
8. Be sure that all specifications meet city and state board of health requirements.

9. Study final bids for all details. Obtain unbiased professional and non-professional opinion.

10. Have a final consultation period with parties who have submitted favorable bids—not necessarily the lowest bidder. Consider their rating, reliability and pool building experience.

11. Arrive at final decision and contract on a firm price. Consult your legal advisers on the wording of this phase.

12. Obtain a written guarantee that protects your organization from possible construction flaws, such as leaking, cracking.



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PLANNING A SHOW WAGON

For 3-Fold Purpose

Side lets down by two cables attached to winches mounted on back inside wall.

Robert A. Lobdell

FOR SOME time the public recreation commission of Evansville, Indiana, has been envious of the activities in other cities centered around a show wagon. In the past we have stumbled along on a makeshift basis with our talent shows and street dances. Considering the poor facilities that we were forced to use as a stage, we experienced a fair amount of success. Realizing the need of a better stage and one which was portable and self-contained, the commission authorized the construction of a show wagon for the 1954 summer season.

Before making plans and specifications for the show wagon, it was necessary to determine the use that would be made of it, including the variety of activities possible with such a piece of equipment. After careful deliberation and taking a sample of interests on a playground, it was determined the wagon should be built to serve at least a three-fold purpose. It was recognized that an investment of this kind must produce a considerable amount of participant activity in a variety of fields and be usable frequently enough to warrant the expenditure. Therefore, we designed the wagon so it could be used for talent shows, street dances, and children's summer theatre.

With these three activities in mind, the design was created to meet the needs of each of them. It was our objective to produce a show wagon that would be completely portable, well lighted, have good sound, sturdy enough to take the rough treatment of continual movement from playground to playground, and large enough to meet our needs.

We wrote to several other departments, who, we had heard, had considerable success with show wagon operation, to get their recommendations as to size and type of construction. These recommendations proved of considerable help in making our final plans.

Don't wait until April or May to start construction of your show wagon for summer use. Many difficulties are sure to be encountered. Even though we started in January 1954, we didn't have much time to spare in completing the project prior to the opening of the summer program. In order that other departments might take advantage of our experiences, we have engaged an architect; and complete plans, specifications, and pictures of the completed show wagon are available by writing to the Public Recreation Commission, 2 Southeast Eighth Street, Evansville, Indiana.

The show wagon is 28 feet long, has a height of 10½ feet above the ground, with a center section roof which may be raised to give additional stage height. With the side dropped into position, it gives a stage depth of approximately 15 feet. While in transit, with the side in folded position, it is 7½ feet wide. It is fully equipped with safety reflectors, directional turn signals, tail- and stop-lights which are connected to its 1½-ton truck. It is completely wired with all circuits of 110 volts with a supply line to the wagon requiring 220 volts.

We established our electrical system on the basis of either plugging into a 220-volt-range receptacle, which is found in most home economic rooms in school buildings. We also had a 5,000-watt generator which could be used in the event that regular current was not available. We carried 250 feet of No. 4 3-wire cable to bring the current to the show wagon.

The chassis of the show wagon was constructed by the students at the Mechanic Arts High School, the only cost to our department being for the materials used. The balance of the wagon was constructed by the maintenance section of our recreation department, which helped keep the cost to an absolute minimum.

As can be seen by the pictures of the show wagon, the outside design carried out the theme of the three activities for which it was constructed. Both sides were painted identically and both ends were painted identically. The designs on the sides depicted: talent show use, by the clown figures at the extreme left; the street dance program, by the music staff in the lower center of the side; the summer children's theatre, by the theatre masks at the right. The structural details are too numerous to explain here; but, as mentioned before, the complete plans are available.

The wagon was used five nights a week throughout the summer season. As part of our summer music program a seventeen piece dance band made up of high school students was organized and it played in addition to a regular Sunday afternoon radio program, at a street dance each Tuesday night at the various playground locations throughout the

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ROBERT A. LOBDELL *is superintendent of recreation in Evansville, Indiana.*

Identical sides bear design illustrating activities for which the show wagon was built.

city. The show wagon was used as a stage for the band.

Our talent shows were under the supervision of a specialist who arrived at a playground on Monday and organized, costumed, and directed the program, which was produced on Friday night. The following week the specialist moved to another playground. The show wagon was used each Friday night for this purpose.

The third activity use of the wagon was devoted to children's summer theater. This made up the largest activity operation of the wagon and proved to be very successful. In cooperation with the public schools and Evansville College, it was decided to promote the program with seventh- and eighth-grade students in four grade-school areas geographically spaced throughout the city, so that all the children might be given an opportunity to participate.

Early in April we conducted assemblies during school hours at the various grade schools selected. To these we invited parochial as well as public school students. At this time a scale model of the show wagon was shown to the children and the general plan of organization was explained. Each school area was considered an operating unit. For example, unit number one was organized during the middle of April, started their rehearsals, costuming, and scenery construction, and then produced the play, selected by their group, for a two-week period beginning June 21. They were scheduled to give their production for two nights at their home playground so that, in case of inclement weather the first night, they would have an opportunity to perform before their friends at least one night. They produced their play six times during the ensuing two-week period, twice at their own playground and four times at other playgrounds in that vicinity; thereby using the show wagon three nights of the week. Units two, three, and four, produced their plays in the same manner, each for a two-week period. All the organization work of each unit was completed before school vacation started. Some rehearsal schedules were necessarily started before school ended.

The supervision of the summer children's theatre was made possible through the cooperation of Evansville College. Howard Hill, assistant professor in charge of dramatics at the college, served as the director of the project, and three college seniors who had majored in dramatics served as directors of each of the individual units mentioned above. One student directed both number one and number four units.

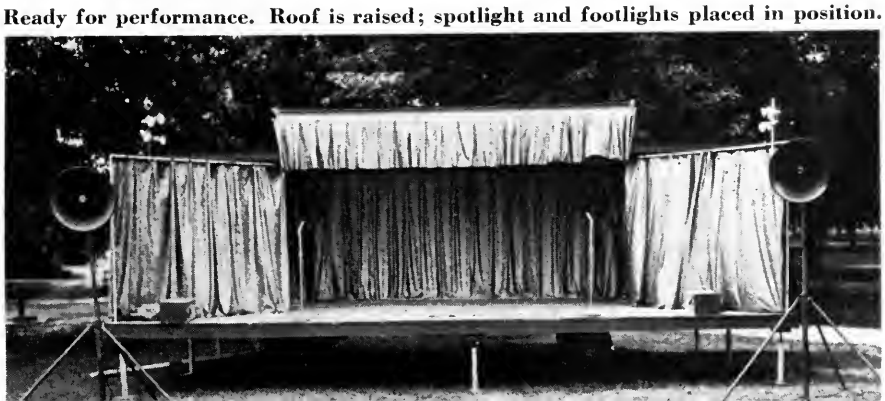
In addition to five-night-a-week use by the department, the commission authorized use of the show wagon by any charitable or non-profit organization when it was not being used by the department. A flat rental fee of fifty dollars was charged for one evening, which included light, sound, and labor necessary in setting it up for operation. It was rented several times on this basis by different organizations. Liability insurance was purchased and added to the blanket fleet policy carried by the city on all vehicles.

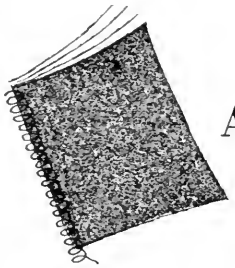
The success of the operation of the show wagon depended upon good program planning. The success of its structure was based upon careful preliminary plans. At the end of the summer an evaluation, with the directors of its various activities and with the maintenance staff responsible for moving and setting it up, surprisingly revealed not a single suggestion for improving it or changing the structural design. We feel that this indicates a completely successful project.

The construction and operation of a show wagon is not easy, but it has proved to be one of the greatest public relations mediums that we have had for our department. It makes possible a greater variety of activity opportunities and helps to prove that recreation can be something more than just sports and games.

Perhaps you wonder how much it cost. Because high school students constructed the chassis and our own maintenance department did the other construction, we were able to keep the overall cost at a minimum. The materials and equipment were approximately $2,500. This may seem high but, considering that it was used five nights a week last summer and has many years ahead of it, the figure is very low. It certainly is an asset to any department to have a *good* show wagon.

Ready for performance. Roof is raised; spotlight and footlights placed in position.





A REPORTER'S NOTEBOOK

People

● Albert L. Cole, general business manager of the *Reader's Digest*, is the newly elected president of the Boys' Clubs of America. A resident of New York City, he succeeds William Edwin Hall who was president for thirty-eight years.

● "Ted" P. Bank, president of The Athletic Institute, recently received an award from the United States Junior Chamber of Commerce for personal service and outstanding contributions to the Jaycee sports and recreation department. The presentation was made by Gordon T. Hicks (left), executive vice-president of the Jaycees, and Don L. Neer (right), director of the Jaycees' sports and recreation program.

● Tom Lantz, recreation director of the Metropolitan Park District, Tacoma, Washington, is the recent recipient of the honor fellowship award of the Washington State Recreation Association for "outstanding leadership and notable achievements in the field of recreation." The society emphasized his leadership in millage and bond campaigns, the development of teen-age centers in the junior high schools, and his work for a community swimming pool bond issue. Mr. Lantz is also an instructor in recreation at the College of Puget Sound and a consultant with the International City Managers Association.

● Sidney Hollander, retired Baltimore industrialist and nationally prominent health and welfare leader, was elected to the presidency of The National Social Welfare Assembly at the annual business meeting in New York, December 1954. The Assembly is the national coordinating organization for health, welfare and recreation, having sixty-six affiliated agencies and organizations, both public and private, in these fields. Mr. Hollander succeeds Mrs. Douglas Horton, World War II head of the WAVES and former president of Wellesley College, who has served as president of the assembly for the past three years.

Japan Recreation Congress

At Japan's Eighth Annual Recreation Congress, some of the observations on the recreation picture in that country, according to a report received from Earle R. Buckley of the National Committee, Young Men's Christian Associations of Japan, were: (1) rural recreation, family recreation, and employee recreation are all increasing; (2) school facilities are becoming more available for community recreation uses, and there is also a gain in adult education-recreation classes; (3) active participation in programs by older people is growing; (4) leadership is still the major problem in recreation in Japan today. In general, the lectures and discussions showed the result of healthy research on the part of the speakers and the other participants.

Featured activities were such distinctly Japanese forms of recreation as the *Haiku* (seventeen-syllable Japanese poem), the famous Japanese tea ceremony, Chinese character calligraphy, Japanese style of painting, and other national pursuits. The *Haiku* demonstration was an outstanding program. Three hundred monthly magazines with approximately a million readers are devoted to this absorbing national pastime of writing a poem to express a hope, mood, experience, or passing thought.

The four days of meetings were timed to end as the nationally famous Star Festival in Sendai got under way. Instrumental in the success of the congress were the efforts of His Highness Prince Mikasa, Soichi Saito, president of the Japan NRA, and Chairman Yoshikiko Kurimoto and members of the executive committee.

Square Dance in Indonesia

Wednesday night in Indonesia is lonlier since Dr. N. E. Winters, agricultural officer for the U. S. Technical Assistance Mission to Indonesia, retired to his home in Oklahoma at the age of seventy. Dr. Winters introduced American square dances in Djakarta, acting as teacher and caller to a cosmopolitan group of Indonesians, Americans, Dutch and Australians. He also introduced typical cowboy shirts though some of the dancers stuck to native batik shirts or sarongs.

Conservation Notes

● Conservation forces have won some impressive victories of late. A million-dollar contribution by John D. Rockefeller, Jr., to the Save-the-Redwoods League, has assured preservation of the impressive primeval forest in California's Calaveras South Grove of Giant Sequoias as a state park. Chairman Joseph R. Knowland of the California State Park Commission says the proposed park contains a thousand giant Sierra redwoods as well as superlative stands of sugar pine, ponderosa pine, and other species.

● Meanwhile the Corkscrew Cypress Rookery Association won its battle to save a wilderness of thousand-year-old, 125-foot high trees from extinction. The country's last great stand of bald cypress, known as "the redwood of the east," in southwest Florida, southeast of Fort Myers, will be preserved in the public interest.

● Another unique conservation organization, The Hawk Mountain Sanctuary, recently celebrated its twentieth anniversary. In the Kittatinny Ridge near Pottsville in eastern Pennsylvania, the sanctuary is the only preserve in the

country dedicated to the protection of birds of prey and other predators.

Local Lends a Helping Hand

Recently, in Michigan, members of the Professional Recreation Workers Union Local 836 presented the Detroit Parks and Recreation Commission with a check for fifty dollars to start a library for the recreation workers of the city. The presentation, first of its kind made by an employee group, highlighted the activities of the department's fortieth anniversary of recreation. In the picture, left to right, are James A.

Here and There

Kerwin, union research director; Michael "Dad" Butler, parks and recreation commissioner; Mrs. Walter R. O'Hair, parks and recreation commissioner; Karl Lindgren, president of Local 836; and Bernard B. Laskey, parks and recreation commissioner.

♦ The annual conference of the Play Schools Association will be held on January 29 at the Hotel Statler, New York City. The sessions are planned especially for leaders in education and recreation, group workers, workers in hospitals and institutions, and for parents and members of boards. A special feature will be the showing of the association's new color film, *And So They Grow*, a twenty-eight minute film, based on a camera study made during the past year of a group of nine- and ten-year olds at play in the Association's laboratory center at P. S. 125, Manhattan.

During 1954 play school specialists had a part in establishing or maintaining supervised play programs in a variety of settings, from trailer communities surrounding the site of a future atomic energy plant, a shelter for emotionally disturbed children, a hospital for youngsters orthopedically handicapped, to laboratories in New York public schools.

♦ In Oregon the Tualatin Hills Park and Recreation Council, made up of representatives of sixty-one organizations is creating a new park and recreation district for a community of twenty-eight thousand. At present, there are no parks or recreation facilities except a few undeveloped school grounds.

♦ The Louisiana Art Commission recently sponsored a three-state photographic competition for nineteen camera clubs and played host to the newly formed Gulf States Camera Club Council with forty-five delegates representing twelve clubs from Texas, Mississippi, and Louisiana.

♦ The St. Paul Winter Carnival, which will be held from January 28 to February 6, is rated as one of America's ten biggest festivals. It dates back to 1886 and annually attracts huge throngs of fun loving visitors and nationwide publicity to Minnesota's capital city. This year the activities for the week-long program will include such exciting events as: the Fifth Annual Northwest Square Dance Festival; the mammoth afternoon Grande Parade and the nighttime Torchlite Parade; North American ski jumping championships; national majorette championships; national speed skating championships; the coronation of the Queen of Snows and of King Boreas XIX, reigning monarch of the famed carnival; junior and senior ice fishing contests; and sports car races on ice.

They Belong . . .

The number of recreation organizations that have become Affiliate Members of the National Recreation Association is increasing continually. The following state societies and associations have joined the growing ranks:

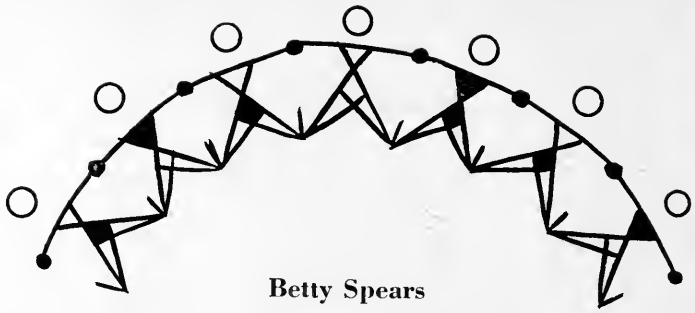
Alabama Recreation Society, Arizona Recreation Association, Connecticut Recreation Society, Florida Recreation Association, Idaho State Recreation Society, Illinois Recreation Association, Illinois Association of Park Districts, Indiana Park and Recreation Association, Kansas Recreation Association, Maryland Recreation Society, Eastern Massachusetts Recreation Association, Michigan Recreation Association, Missouri Community Recreation and Parks Society, New Jersey Parks and Recreation Association, Public Recreation Association of New Jersey, New Mexico Recreation Association, New York State Public Recreation Society, Ohio Recreation Association, Oregon Recreation and Park Association, Pennsylvania Recreation Society, South Carolina Recreation Society, Tennessee Recreation Society, Texas Recreation Society, Washington State Recreation Society, West Virginia State Recreation Society, Wisconsin Recreation Association, Division of Recreation Administrators of the Wisconsin Recreation Association.

News notes about what these organizations are doing will appear in future issues of RECREATION.

Show in Memory of E. T. Attwell

The Louisville, Kentucky, Department of Parks and Recreation recently presented an original fantasy, "Kaleidoscope," an extravaganza of twenty-six numbers, two acts. The show was dedicated to the memory of Ernest T. Attwell, who was for thirty years a member of the National Recreation Association staff (See RECREATION, September 1949). It was written and produced by Mrs. William Moore, wife of the general superintendent of parks and recreation. Music was furnished free by the local musicians' union, and mothers of the College Court Housing Project took charge of the make-up department. The show, with its all-Negro cast of 140 members ranging in age from six to sixty, was presented without charge to an audience of 3,400. The pensive little "Kaleidoscope" angel in the picture is six-year-old Clarence Johnson.

How To Start Synchronized Swimming



Betty Spears

SYNCHRONIZED swimming is a comparatively new field of rhythmic experience through swimming movements. Under good leadership it can be a highly creative activity. It is not difficult to teach or use in aquatic programs if the basic principles involved are understood. The term "synchronized swimming" usually denotes rhythmic swimming movements performed in a definite pattern to synchronize with a prescribed accompaniment. Several criteria for good synchronized swimming are:

1. Swimming strokes, or strokes and swimming stunts, or variations of these are combined on the basis of a selected accompaniment.
2. These are performed in rhythm to a prescribed accompaniment and/or rhythmical pattern.
3. When more than one swimmer participates, the action is performed in unison or in a definite order.

Strokes in Synchronized Swimming

All recognized swimming strokes and many adaptations and variations of each stroke are used. As a basic means of locomotion in water, the importance of these strokes—the front crawl, back crawl, side stroke, side overarm, trudgen, breast stroke, butterfly breast stroke, inverted breast stroke, and elementary backstroke—can not be overemphasized.

Decide on the Form of Each Stroke

There are many variations of each swimming stroke in use at the present time. Since synchronized swimming strokes should be performed in an identical manner, the teacher, coach, and/or swimming group should decide on the form or style which may be best adapted to their particular situation.

Most strokes need to be adapted for their use in synchronized swimming. Stress the following for all strokes:

1. Keep the faces above water so that the swimmers may hear the accompaniment and see the rest of the group.

2. Lower the kick sufficiently so that there is no breaking of the water, i.e. no splash of the feet.

3. The parts of the swimmers visible above the water are the heads and the arms. Therefore, it is of great importance in duo or group synchronized swimming that the arm action be practiced so that the lift from the water, the speed and direction of the arm movement through the air, and the position and timing of the catch will be simultaneous.

4. Excellent control of breathing and "water poise" (sense of body position in the water) are essential for advanced synchronized swimming.

Work on Synchronization

1. Each swimmer should learn and practice every stroke until it meets the standard set by the group and until he can keep "time" with simple accompaniment, such as the beat of a drum.

2. The group should learn and practice every stroke until their actions are synchronized.

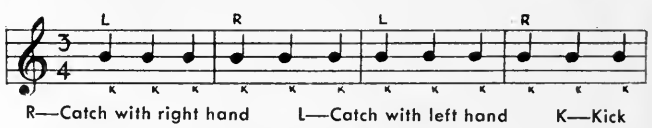
3. The swimmers should be synchronized to each other and to the accompaniment.

a. From the very first practice the swimmers should synchronize and swim with the music as an accompaniment —not with the music as background.

b. Analyze the accompaniment (recordings, drum, piano, and so on) for the basic beat and/or accent. Decide when the catch of the stroke should be made, the recovery should be made, the glide should be made, which part of the stroke should be accented, and so on.

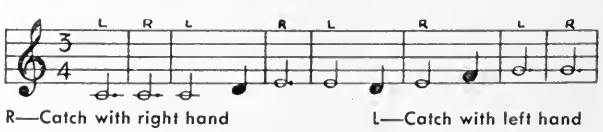
c. Remember, movements in the water are slower than those in the air. Allow for water resistance in analyzing the accompaniment and in planning movements.

Most forms of accompaniment are written with notes which are grouped into measures. Measures are grouped to form phrases, and a group of measures form a composition.



Above are four measures of ¾ or waltz time. In swimming the front crawl to this rhythm each note denotes a kick, and the catch is made with alternate arms on the first beat of every measure.

Below is the first line of "Row, Row, Row Your Boat" analyzed for swimming with the front crawl.



Sing it to yourself, stroke it with your arms, and see how the natural place for the catch is at the beginning of *Row* (catch left), *Row* (catch right), and so on, OR the beginning of a measure. This is stroking on the accent. In strokes

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Reprinted from *Beginning Synchronized Swimming*, published by Burgess Publishing Company, 426 South Sixth Street, Minneapolis 15, Minnesota. $2.00.

with glides, the stroke motion usually comes on one measure and the glide on the next. Try it with "Row, Row, Row Your Boat"—*Row* (breast stroke), *Row* (glide), *Row* (breast stroke), and so on.

In the following, some few basic strokes are more thoroughly analyzed. Use not only the strokes suggested here, but all standard strokes in your total program.

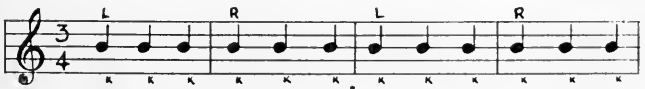
Front Crawl

Body position: On face in an extended position with legs under the surface of the water and the face above the water.

Analysis: The kick is an alternate vertical thrash of the entire leg with the action from the hips and with the knees and ankles relaxed. Arm action is started with the arm straight in front of the body and on a line with the shoulder. With the fingertips entering the water first, the arm presses down under the shoulder to a vertical position. The elbow lifts upward until the entire arm is above water and then the forearm moves forward to the position for the catch.

Coordination: The arms move alternately making one complete action to every six to eight kicks.

Analysis with accompaniment: The catch is made on the accent. The kick is even and there is a kick made on each beat.



R—Catch with right hand L—Catch with left hand K—Kick

This analysis is only a suggestion and other parts of the stroke may be used for accent. While the waltz is analyzed above, any meter with suitable rhythm may be used.

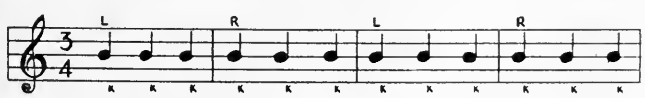
Back Crawl

Body position: Extended position on the back with the hips slightly lower than the shoulders. The chin is tucked.

Analysis: The legs kick alternately with a vertical "whip" from the hips with the knees and ankles relaxed. On the catch the arm is extended diagonally overhead. The arms pull alternately from the "Y" position. The fingertips enter the water first and the pull, which is parallel to the surface of the water, continues directly to the thigh. During the recovery the arm swings in an arc above the water to the position for the catch.

Coordination: The arms make one complete action to every six to eight kicks.

Analysis with accompaniment: The catch may be made on the accent. The kick is even and there is a kick on each beat.



R—Catch with right hand L—Catch with left hand K—Kick

All swimming strokes should be analyzed and practiced until the swimmers and coach are satisfied with the performance individually and as a whole.

Stroke Variations

Swimming strokes serve as the basic water movements for synchronized swimming just as the waltz, polka, schottische, and so forth, form the basic steps for folk dances. Frequently the rhythmic pattern of the accompaniment may be made more interesting by varying the stroke. Certain parts of the recovery may be accented, arm actions may be performed above the water, or the action of the stroke itself may be changed to make the swimming action more synchronized with the music or the accompaniment used.

Stunts in Synchronized Swimming

Water stunts, with swimming strokes, form the two basic types of movements used in this type of swimming. These stunts, which may be described as movements around an axis of the body, may be performed above, on, or below the surface of the water, or in combinations.

Stunts may be performed in three different body positions or in combinations of these. These correspond to those used in fancy diving:

Tuck position: The body is bunched with the knees and hips completely flexed (bent) and the toes pointed.

Pike position: The body is bent at the hips which are held at right angles to the trunk.

Layout position: The body is extended with both hips and knees held straight and the toes pointed.

Swimmers Should Learn Fundamental Starting Positions

Back sculling position: In this position the swimmer is on the back. The legs are held together with knees straight and the toes pointed. The hips are slightly lower than the shoulders or toes. The chin is tucked with the head high enough to see other swimmers. The placement of the arms depends upon the stunt to be performed, but in the basic position they are at the sides, usually a little lower than the hips.

Front layout position: This is similar to the prone float, but the head is above water and the legs are held together in an extended position with the knees straight and the toes pointed. The placement of the arms depends upon the stunt to be performed, but in the basic position they are under the body near the sides.

Sculling: Sculling is one of the basic skills needed for performing stunts in synchronized swimming. It should be thoroughly mastered. Presented below is an analysis of elementary sculling.

Head first sculling: Hold the body in the starting position. The arms perform the action simultaneously and continuously. During the recovery phase, turn the palms down and out, using a supplementary action in upper arm and shoulder; then whip the palms toward the feet and back to the starting position. This is sometimes described as a figure-eight motion.

While sculling is the basis for well-performed stunts, the group should master a variety of stunts. Analysis of stunts may be found in *Beginning Synchronized Swimming*, or other references listed by Mr. Hendricks (see page 23).

Stroke and Stunt Combinations

The skillful combination of strokes and stunts is the basis of effective, well-performed synchronized swimming. The swimmers will need to master several techniques. They will

need to learn how to effect a smooth and effortless appearance in the continuity of various water movements; to know the exact timing of stunts and of underwater movements and to relate this to stroking; to adjust spacing in a formation easily and inconspicuously; to anticipate strokes and stunts by "getting set" for the next movement; and to adapt a situation to the best interests of the group. Good individual performance is essential to group work.

Procedures in Composing a Synchronized Swimming Routine

Routine Based on Accompaniment Form such as Recording, Song, or Poem

1. Listen to and analyze the accompaniment: (a) find the underlying beat and learn the basic rhythm; (b) analyze for phrases; (c) analyze for themes; (d) find the climax.

2. Discover the types of water movements (strokes and stunts) which best express the basic melodies or rhythms of the music: (a) try the basic ideas in the water; (b) experiment with strokes, variations, hybrids, stunts, special effects and original activities.

3. With these ideas in mind, listen to the accompaniment again and make a tentative structure of the routine: (a) entrance; (b) basic strokes—remember, you don't have to use *every* stroke and stunt in each routine; variety is necessary for interest but too much variety is confusing; (c) climax—this should be the fulfillment of the idea and of the accompaniment; (d) exit.

4. Plan a tentative "space pattern" with the techniques evolved in 3.

5. Try the routine in the water. At this stage of development, allow for unlearned skills, space for the correct number of performers, and so on. Finish choreography.

6. Check movements planned with the accompaniment. Does it really express the mood and quality of the music? After this, go over it with the correct number of swimmers.

7. Try the routine again in the water. If you are not satisfied, don't be discouraged. It takes time to create a worthwhile routine. Changes will probably have to be made.

Learn the routine! Perform the routine! Have fun throughout!

Fighting the Litter-Bugs

Twenty-three of the nation's largest firms have pledged funds for the anti-litter campaign of Keep America Beautiful, Inc., a non-profit organization which will devote a 1954-55 budget of $400,000 to supplement anti-litter programs already in existence and inaugurate field service programs in new areas. Smith Rairdon, vice-president of the Owens-Illinois Glass Company is president of KAB and William C. Stolk, president of the American Can Company, is chairman of the board of directors.

A recently organized National Advisory Council, composed of national, civic, and service organizations, with Joseph Prendergast as the chairman, will advise the board of directors of KAB on how best to conduct its national program of education and how to use the resources of the individual council organizations in the fight against litter. Members of this council, in addition to the National Recreation Association, include such groups as the Camp Fire Girls, Boy Scouts, Girl Scouts, General Federation of Women's Clubs, Izaak Walton League, American Institute of Park Executives, U. S. Junior Chamber of Commerce, and the American Legion.

Mr. Stolk declares it costs $30,000,000 annually in federal, state, and local funds to clear the nation's highways, beaches, and parks of carelessly strewn trash.

* * * *

The Oakland, California, Park Department recently stationed a unique kangaroo trash can at Children's Fairyland in Lakeside Park. Designed to appeal particularly to youngsters, the kangaroo is constructed of plastic-laminated glass-cloth on a wood and chicken-wire frame and is inexpensive, strong, and easy to build. Trash is placed in the animal's pouch, and a galvanized metal container inside the body is removable from a door in the animal's back. Visiting groups are provided with paper bags for accumulated lunch wrappings, candy wrappers, and other litter stuff. These attractively illustrated bags carry the verse:

DON'T BE A LITTER BUG!
DON'T BE A CLUTTER BUG!
TRISHY-TRASHY RAGS AND TAG—
PUT THEM IN THIS LITTER BAG.

—*Jack Burroughs*

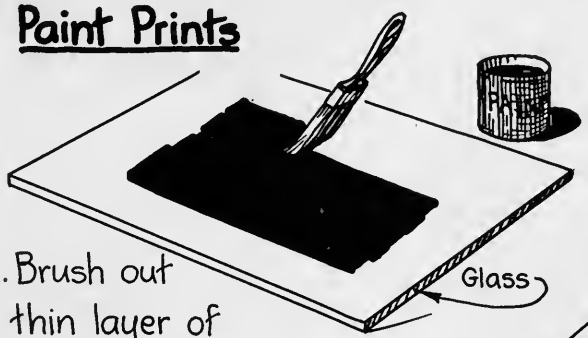
Los Angeles also adopted a kangaroo as its symbol of public cleanliness in a year-round campaign to keep parks, roadsides, and beaches clean. Thousands of decals of "Parky the kangaroo," were made available through various municipal employees' associations; and six thousand bright yellow trash receptacles with Parky and his slogan, "Help Keep Your Parks, Roadsides, and Beaches Clean," were placed in park and beach areas. For a six-month period a likeness of Parky was also used as a cancellation mark on first-class mail leaving the Los Angeles Post Office.

How To Do It! by Frank A. Staples

LEAF PRINTING

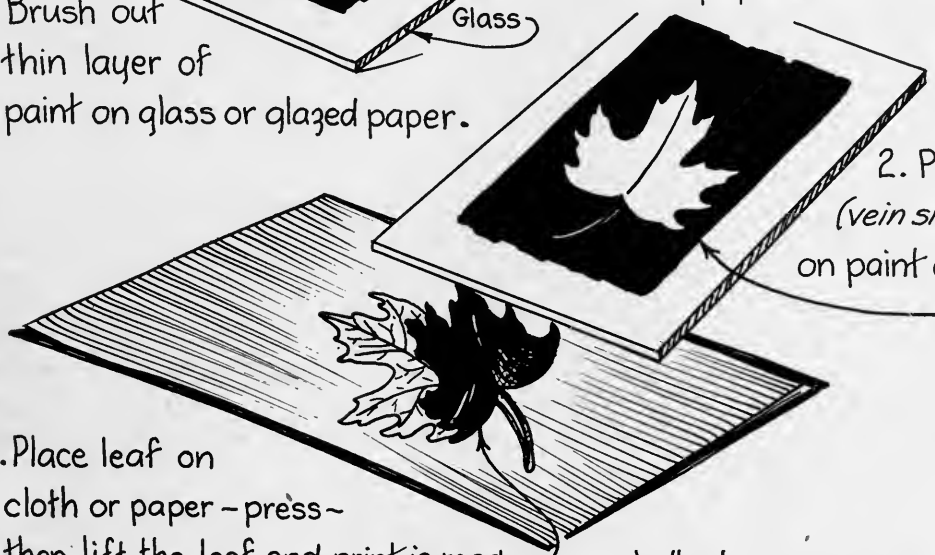
for Nature Prints – for Paper or Cloth Prints –
on Cards, Stationery, Kerchiefs, Towels, Napkins.

Paint Prints



1. Brush out thin layer of paint on glass or glazed paper.

What you need –
Enamel paint or water color paint, ½ inch brush, glazed paper or glass, cloth, paper.



2. Place leaf *(vein side down)* on paint and press.

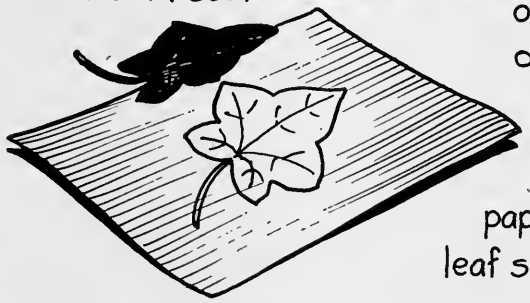
3. Place leaf on cloth or paper – press – then lift the leaf and print is made.

Smoke Prints

What you need –
Candle, newspaper, lard, paper.

1. Cover newspaper with thin coat of lard; hold over candle flame, cover with soot.

2. Press leaf on soot covered side of newspaper *(vein side down)*.



3. Place leaf *(soot covered side down)* on paper – press evenly – lift leaf and print of leaf showing veins is printed on the paper.

A KLONDYKE PARTY

An idea adaptable to many groups; young adults and servicemen would love it.

Stanley Rough

For the past seven years the annual Klondyke Party has been the top party of the year for Arvidians. Sponsored by the local square dance group, who call themselves the Arvida College of Square Dancing, it has raised over $5,000 for local youth organizations. Arvida, the Aluminum City, located in the picturesque Saguenay District of the Province of Quebec, is rich in entertainment talent; and the stage shows featured at every Klondyke Party are almost in the professional class.

The Klondyke Party is so popular that the invitation list is closed one month in advance. The organizing committee notifies all former Klondykers of the date of the party and opens an office, for five days, at which invitations may be picked up. Vacancies are filled from a waiting list. The cost per couple is a modest two dollars and, as accommodation is limited to one hundred and fifty couples, it is a ticket chairman's dream; his only trouble is advising people that they will be accommodated if there is a vacancy. Invitations can be transferred only through the ticket chairman, and all those attending are expected to work on one of the numerous committees. No one is overworked and two hundred people have specific jobs either prior to or at the party.

Costumes Set Atmosphere

Everyone is expected to come in costume, and the era—the Klondyke of the nineties—seems to provide plenty of scope for the imagination. Prizes are awarded for the best, most original, and most comic costumes; and five candidates are selected by the judges and winners are determined by audience applause at suppertime. A beard and moustache contest is also popular, and crepe hair and spirit gum can be purchased when invitations are picked up.

Klondyke night is not purely a local affair, as a number of invitations are made available to groups in the neighboring towns. Former Klondykers living in Montreal, three hundred miles away, sometimes arrange their business schedules to be in Arvida to join in the fun.

As fifty per cent of those attending have some knowledge of square dancing, four sets make up the dancing part of the program. An old-time silent movie and two stage shows of forty minutes each provide the necessary breathers.

The stage show follows a theme such as "Payday at Kitimat"—a skit on the Aluminum Company's new smelter in British Columbia—as a number of former Arvida citizens have been transferred to Kitimat. The theme provides plenty of material for wisecracks. Skits and songs poking fun at local situations are very popular. Phony radio and television broadcasts using tape recordings and home-made movies have also been very effective. Those taking part in the stage shows rehearse their numbers separately, and the whole is tied together by the M.C. The stage invariably represents an old-time barroom using any backdrop that is available, a bar and several tables, plus a number of suitable wall signs. No general rehearsals are held, and as everyone knows that good timing is essential for the success of the party, being on time is taken for granted.

Hall Arrangement Is Simple

A long table across the front of the hall is used as a bar for the serving of soft drinks. This is one of the few parties in this section of the country where no liquor is served: Its success depends upon good organization and "whole-hearted enthusiastic cooperation."

Additional long tables in the rear of the hall are used to set out box lunches, arranged in alphabetically marked sections. Cups and coffee urns are located on another table. Two rows of chairs along the side walls provide limited seating, as the majority of the guests sit on the floor for the entertainment and supper. The hall can be set up in an hour and is ready for the following group early the next day. Members of the organizing committee work hard prior to the party, but can relax and enjoy themselves on the night of the Klondyke. Everyone is expected to do something, but no one is given an assignment that takes more than one hour. Confusion is conspicuous by its absence.

Many Committees Appointed

The square dance group appoints a committee to run the party. The date is set and the hall booked six months in advance. The committee receives requests for funds and decides how they will be allotted on a percentage basis. There

STANLEY ROUGH *is secretary of the Arvida Athletic and Recreation Association, Province of Quebec, Canada, and is recreation director of the Aluminum Company of Canada, Ltd.*

are no complimentary tickets and expenses never exceed twenty per cent of the receipts. Additional committees are appointed for program, invitations, makeup, prizes, costume and moustache judges, reception committee, bartenders, out-of-town delegation leaders, music, square and round dance programs.

The program committee decides on a general theme and ideas for skits or acts. Three pianists are appointed, and soloists and quartet chorus lines practice with the pianist who will play for them the night of the party. If movies and recording tapes are used, experts look after these assignments. A scriptwriter is commissioned to write a melodrama. The person in charge of each part of the program is given a time limit. The writer acts as coordinator for all.

The band which plays for the square dance classes held during the year has one rehearsal to brush up on numbers to be used. Individual performers have more confidence in working with the music they have practiced with and, consequently, are under less pressure. Quartets, as well as ladies' duets, are used to back up the caller in some numbers. The orchestra plays for general dancing only. Various games have been tried from time to time to give more atmosphere but people generally are too busy to bother with them.

The ten ladies on the refreshment committee receive the complete guest list. They telephone each guest and ask him or her to bring a box lunch. Bachelors are asked to supply sugar, cream, paper plates, napkins, wooden spoons, and pickles. Cups are loaned by local merchants. Coffee is made by the local hotel and is transported to the hall in two ten-gallon construction-camp-type coffee urns with spigots. Coffee pourers provide themselves with buckets to catch the drip so as not to flood the dance floor.

The refreshment committee is on hand to instruct guests to deposit their lunches in the lettered squares on tables reserved for that purpose. By dividing the guests into alphabetical groups, ten divisions only are necessary. When supper is served each alphabetical group collects their lunches—the ladies the lunch, and the men the coffee—as the M.C. calls out the various letters. This system prevents confusion and is surprisingly simple. Each box is marked with the owner's name, and the M.C. receives his cue from a member of the refreshment committee as to when to call up the next group. Someone is paid to wash and repack the cups in cartons so the ladies' duties are surprisingly light.

The judges for the various events make a list of candidates for the different contests and turn it over to the M.C., who conducts the judging by audience applause during the lunch hour. The costumes are so numerous and good that this system has been found the most practical; also, it provides added entertainment during what might develop into a draggy part of the program. Prizes solicited from local merchants are modest ones. It is felt that bigger and better prizes would eventually spoil the spirit of good clean fun that now exists. Good costumes are important and admired but they are just part of the fun. Many expensive prizes have been refused, much to the surprise of the merchants.

The bartenders who sell soft drinks and the reception or door committee members are divided into one-hour shifts so that no one is prevented from taking part in the program.

Each year when Klondyke Night rolls around, old grads write in and the theme is always the same: "Have fun, wish we could make it!"

As a result of the activities of the Arvida College of Square Dancing, square dancing is part of the program of many local social evenings and a number of playroom parties. The "College" has made a two-hour recorded program of dances which is on loan for parties. A number of graduates have organized other groups in various parts of Canada; this year a Junior Klondyke Party was a huge success.

COSTUME CONTEST AT A LIBRARY

Silvia Schuster

A contest in which children represented their favorite book or story characters drew a guest crowd of several hundred adults to the North Milwaukee Branch Library when it dedicated its newly enlarged building.

Miss Margaret Dewitz and her library staff started work on this good-will-building contest idea about two months before the open house and dedication. She knew that several prominent Milwaukeeans would be included in the dedication program, but she wanted the many hundreds of children who would come to the library for this occasion to play a big part, too.

The North Park Garden Women's Club members were called upon for extra hostess help. These women had proved devoted friends already—it had been largely owing to their civic efforts that this suburb was granted a library building of its own. Local merchants, who were members of the Thirty-fifth and Villard Avenue Businessmen's Association, donated refreshments and the four top prizes for the best costumes.

Entry blanks were printed; and store window posters were made and passed out to the local business places. The posters were put up about two weeks in advance of the dedication day event so that children who wanted to create costumes and enter the contest would have enough time for preparations.

On the day of the big event—a Sunday—a platform was set up in front of the library building, and the program was presented from this. The opening singing of "The Star-Spangled Banner" was followed by accordion solos by pupils from a nearby music school and brief talks by library personnel and community leaders.

The highlight of the program came next: the parade of forty-eight gaily clad storybook children. Each one had a large paper with a number on it attached to one shoulder to facilitate the judging; and the winners were announced at the close of the parade. The costume characterizations chosen as best were: Long John Silver, complete with a peg leg and authentic looking pirate's outfit; Aladdin, holding her mother's best tea pot as her lamp; the White Rabbit from *Alice's Adventures in Wonderland;* and little Rumpelstilstskin.

The public was then invited into the building to inspect the newly enlarged quarters and to enjoy the cooling orange drinks and cake. The program was a lot of work, but the result was worth it in the community spirit and good will engendered.

TAKING STOCK

Special Services to the Community—Of course your recreation department conducts a good, community-wide program. But what *else* do you offer—over and beyond the call of duty? The more *special services—the better public relations!* Here's a check-list. Add any others you provide. (The National Recreation Association would like to hear about them!)

LOAN SERVICES

_____picnic kits
_____game kits
_____party kits
_____movies
_____slides
_____song sheets
_____records
_____toy loan library
_____outdoor cooking equipment
_____loan of books, pamphlets and magazines
_____sports equipment:
  _____*golf clubs*
  _____*tennis racquets*
  _____*skis*
  _____*bats*
_____bleachers
_____game loan library
_____tape recorder
_____projectors
_____tables
_____chairs
_____carnival booths
_____P.A. systems
_____screens
_____record players
_____comic book exchange

LEADERSHIP SERVICES

(To outside groups like industry, churches, civic clubs, military installations, and so forth)

_____picnic leaders
_____party leaders
_____Learn-to-Swim instructors
_____golf instructors
_____leaders for special groups:
  _____*blind*
  _____*mentally retarded*
  _____*institutions for children and old people*
  _____*physically handicapped*
  _____*shut-ins*
  _____*hospitalized*
  _____*leaders to talk before civic groups*
  _____*party planning service*
  _____*assistance in organizing clubs, playground associations and other interest groups*
  _____*assistance in training leaders for recreation in church, P.T.A., and other agencies*
  _____*assistance in planning and conducting special programs on and off base for military personnel and their families*

SPECIAL COMMUNITY-WIDE PROGRAMS

_____mobile services to in-city, suburban or rural areas
_____traveling theatre
_____traveling puppet shows
_____traveling zoo
_____mobile playgrounds
_____traveling storytellers
_____traveling troubadours
_____contests for better backyards
_____contests for Christmas home decoration
_____special holiday celebrations
_____evenings-in-the-park programs
_____block parties
_____outdoor dances

SPECIAL FACILITIES FOR SPECIAL GROUPS

_____cabins that can be rented by camping groups
_____day camping sites
_____tot lots for child-parking service for shopping mothers
_____room for luncheon club groups or for agency parties
_____bocci courts for Italian neighborhoods
_____special facilities for older people:
  _____*putting green*
  _____*tables and benches for chess and checkers*
  _____*outdoor giant checker court*
  _____*miniature golf*
  _____*shuffleboard*
_____party building for agencies, organizations and civic groups

SPECIAL MATERIAL

_____game and party bulletins
_____directions for home-made play apparatus
_____suggestions for entertaining convalescent children
_____instructions for simple craft projects
_____TV and radio programs:
  _____*entertainment*
  _____*instruction*
_____newspaper weekly column
_____maps of recreation areas
_____seasonal directories of programs:
  _____*by newspaper*
  _____*by flyers, and so on, in all hotels, motels, housing units, military installations, trailer courts*
_____stickers for cars, bicycles, and so on
_____welcome signs and posters:
  _____*edge of town*
  _____*in railroad and bus stations, and airports*
_____exhibits:
  _____*on playgrounds*
  _____*in public libraries*
  _____*in recreation buildings*
  _____*in store windows*
_____movies:
  _____*of indoor program*
  _____*of playground program*
_____a good slogan
_____an attractive seal or symbol
_____an attractive letterhead

If your department provides other extra services, please write to the Program Service Department, National Recreation Association, 8 West Eighth Street, New York 11, and tell us about them!

LISTENING AND VIEWING

Films

● When winter comes, can baseball spring training be far behind? A free film, *Let's Train with the Cardinals* (28 minutes, 16mm., color), is offered by Anheuser-Busch, Inc., Cardinal owner. Write Modern Talking Picture Service, Inc., 45 Rockefeller Plaza, New York 20.

● Sound for three full-color slide-films on school music, available for free showing, has been now produced on one side of 12-inch discs that can be used on 33 1/3 rpm phonographs. The original 16-inch discs limited the use of the films in some instances. The three films (15 minutes, 16mm.) are focused on school music and intended to stimulate the interest of school children and their parents in greater musical participation. Write American Music Conference, 332 South Michigan Avenue, Chicago 4.

● The New York State Youth Commission now has an enviable library of 16mm. films concerned with social problems, particularly those relating to youth guidance and protection, the prevention of juvenile delinquency, recreation, and family life. Early in its existence the commission found such a dearth of appropriate films it produced two of its own, *Families First* and *Children in Trouble*, which are available free of charge in New York State, and for nominal rentals of $3.00 and $2.00 respectively out of state. Write to New York State Department of Commerce Film Library, 40 Howard Street, Albany, New York.

● Of special note to anyone doing recreation work with the blind is a Canadian production for the House of Seagram dealing with the blind golfers tournament which took place in Toronto last summer, *A Feel for the Game* (11 minutes, 16mm., color). Write to Crawley Films, Ltd., 19 Fairmount Avenue, Ottawa, Canada.

● The history of the United States in terms of the development of the nation's flag from the first Union Jack to our present Stars and Stripes is the subject of a new film now available for schools, community organizations, and other local groups. Entitled *Our U. S. Flag* (16 minutes, 16mm., full-color, sound), the film was made by the Dettra Flag Company of Oaks, Pennsylvania, and was awarded the George Washington Honor Medal for excellence by the Freedoms Foundation. Write the Dettra Flag Company or see your local Dettra dealer; nominal handling charge.

Records

● The difficulty of improving the singing or speaking voice without the aid of a vocal coach has been solved in part by two recent record releases. The first is a Canfield Voco-Record album (eight 10-inch sides, 78 rpm) designed to help salesmen, businessmen, actors, students, public speakers or readers limber throat muscles and develop more pleasing voices. This album should be of particular help to schools, choir and other singing groups in rural areas where there is no regular voice teacher. The set costs $36.00 and is obtainable from Canfield Voco-Records, 2018 Fifth Avenue South, Minneapolis, Minnesota.

● For vocalists who need practice in singing with a professional accompanist, Murlyn Recordings have issued a new series of 12-inch LP high-fidelity discs which feature songs sung by an outstanding professional artist. After each song the accompaniment is replayed without the voice enabling the student to sing with the record. The five Murlyn Proficiency Records offer from five to seven selections each, scored for soprano, lyric soprano, tenor, dramatic tenor, and baritone. The records are available at music stores, through voice teachers, or write Murlyn Recording Company, Inc., 65 Broadway, New York 6.

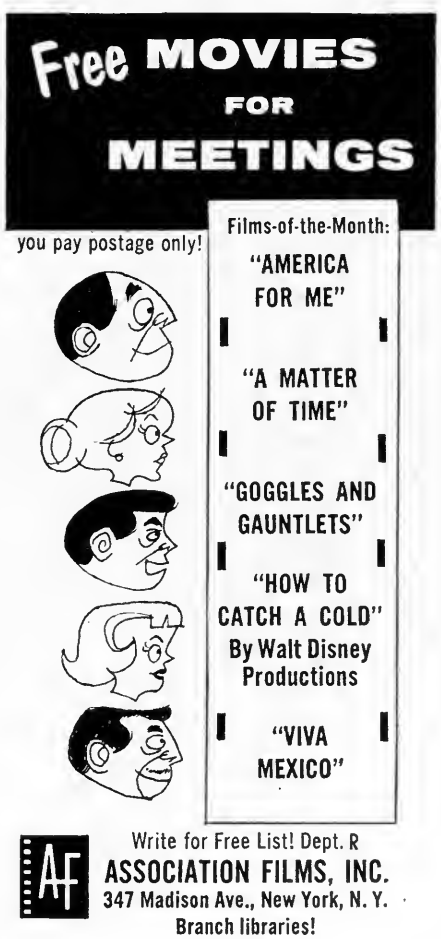
ETV Roundup

St. Louis has opened its educational TV station KETC, the seventh non-commercial station in the country. There are thirteen other ETV stations in various stages of construction throughout the nation. Students of Edison Technical School in Seattle have built and will operate the technical parts of KCTS-TV, the city's community television service. About $2,000 in labor costs were saved, and operating costs of the station will be reduced by about $30,000 per year by using technical student volunteers.

Chicago's WTTW, to open this spring, has appointed Dr. John W. Taylor its executive director. Dr. Taylor, a specialist in community education, pioneered in the use of radio and TV for teaching. As president of the University of Louisville, he inaugurated, in 1948, the first college course for credit presented over a commercial radio and in 1950 the first college course for credit over TV. In addition, he established "neighborhood colleges" in Louisville public libraries for members of the community who could not afford a college education.

The FCC has reserved 245 channels for educational TV stations. The challenge and problems of developing these channels is assessed in a new pamphlet, *What Educational Television Offers You*, by Jack Mabley, radio and television critic of the *Chicago Daily News*, available for twenty-five cents from the Public Affairs Committee, 22 East 38th Street, New York.

Among the types of programs the public can expect on non-commercial channels, says Mr. Mabley, are classroom instruction for public schools, direct adult education, community programming, out-of-schools programs for children, and general cultural and entertainment programs.



PERSONNEL

Willard C. Sutherland

The questions are asked frequently: "What is the most active season for personnel in the recreation field?" "What are the slow periods?" We have tried to answer these questions for ourselves, for a long time, without too much success. There seems to be no special pattern, and the situation is not always the same year after year. In other words, personnel seems to be no respector of seasons or of the calendar.

There are some who take for granted that the summer months, primarily July and August, represent an off-season. This is not an accurate assumption. Last August the Recreation Personnel Service handled a total of 2,771 pieces of incoming and outgoing first-class mail: 451 individuals were transferred from the active to the inactive list or vice versa; 29 new positions were reported; 41 positions were filled; 118 confidential personnel records were made up and submitted to prospective employers upon request; 50 individuals were interviewed; 582 referrals were made; 48 people registered with the Association for the first time. The types of positions handled and the areas of placement included executives, assistants, supervisors and leaders in connection with municipal recreation, schools, settlements, Police Athletic League, American Red Cross, voluntary youth serving agencies, and teen centers.

Many individuals think of the fall, particularly October, as being a most active month for personnel. This is true in general but October, at least for 1954, was pretty much like August which preceded it. The Personnel Service handled 2,386 incoming and outgoing pieces of first-class mail; 99 individuals were transferred from inactive roles to the active, or vice versa; 62 new positions were reported; 37 positions were filled; confidential personnel records were submitted for 73 individuals; and 210 persons were interviewed. Referrals to positions numbered 625 and 49 new people registered with the Personnel Service. The types of positions and the areas of placement have a great deal in common with that reported above for the month of August and included executives, assistants, program directors, specialists, and leaders in municipal recreation, youth centers, settlements, state services, welfare councils, the U.S. Air Force, hospitals, hotels, youth serving agencies, Police Athletic League and the U.S.O. From the standpoint of demand on the time of the personnel staff, there is some difference. During August part of our headquarters' staff is away and there is not the same pressure for attending conferences and special meetings. Also, special projects and assignments and committee work are not as pressing as they are during the fall, winter and spring seasons. (If you are not so well acquainted with the services of the Recreation Personnel Service aspect of the Association's work, it is suggested that you send for our free leaflet describing these services.)

We have been pleased to receive from Temple B. Jarrell, superintendent of recreation in Ft. Lauderdale, Florida, complimentary reaction to the Association's *Personnel Standards in Recreation Leadership.*[1] We quote from his recent letter: "You might be interested to know that the personnel standards which have been developed by the National Recreation Association were positively outlined as being of tremendous aid to the personnel agencies at the Conference on Public Administration held this week in Miami." The meeting was the annual convention conducted by the Civil Service Assembly of the U.S. and Canada.

Standards in general are receiving more attention and it is encouraging, for instance, to see the National Council for the Advancement of Hospital Recreation drafting standards for recreation personnel in hospitals. The council is made up of the hospital sections of the American Recreation Society, the AAHPER and the National Association of Recreation Therapy. The latter is an affiliate member of the National Recreation Association and the association serves in a consultative capacity to the council.

In an effort to improve standards and to advance professional education in the south, the Southern Regional Education Board will hold a meeting soon to consider what to do about the findings and recommendations contained in the report of the two-year study of leadership and training needs for the fourteen southern states. The NRA's district conferences will also make use of the report which is just out in book form.[2] The sessions at these meetings will deal specifically with standards and problems revealed by the study.

The National Survey of Colleges and Universities has been completed and the report is now available.[3] This gives a general picture as to the present situation with reference to professional curricula for recreation, and deals with such specific subjects as recruiting, enrollment and placement of students; conditions affecting faculty, including salaries and employment; facilities; curricula and student field experience. Incidentally, February graduates will soon be ready for positions. The recreation educators reading this will, I hope, make sure that their own students are registered with the National Recreation Association. Also, former graduates who are ready for promotion should keep in touch with the Association's Recreation Personnel Service.

MR. SUTHERLAND *is the director of the NRA Recreation Personnel Service.*

[1] National Recreation Association [1948]. $.50.

[2] *Recreation as a Profession in the Southern Region,* National Recreation Association. $3.75. ($3.00 on orders received prior to January 15, 1955.)

[3] *The Recreation Curriculum in U. S. Colleges and Universities,* P. 215, National Recreation Association. $.25

RECENT APPOINTMENTS

George E. Craft, area recreation director, Recreation Department, Orlando, Florida; *Phyllis J. Davis*, program director, Recreation Department, Clarksburg, West Virginia; *Barbara Edler*, executive director, Girl Scout Council, Council Bluffs, Iowa; *H. Elizabeth Edwards*, recreation supervisor, Recreation Department, Sarasota, Florida; *Harriet Fischer*, teen-age director, International Institute, Niagara Falls, New York; *John K. Martin*, director of junior division, St. Petersburg, Florida Yacht Club; *Robert H. Milne*, superintendent of recreation, Clayton, Missouri.

Barbara Patterson, program assistant, Recreation Department, Skokie, Illinois; *James J. Romano*, head of boys' department, Lewis Street Center, Rochester, New York; *Ruth Schnepel*, supervisor, Club Group, Children's Village, Dobbs Ferry, New York; *William H. Slattengren*, superintendent of recreation, Springfield, Ohio; *Gerald M. Smith*, superintendent of recreation, Menasha, Wisconsin; *Clifford E. Sullivan*, physical director and group worker, YMCA, Scotch Plains, New Jersey.

IT'S A DATE

February 13-16—California State and Pacific Southwest Recreation Conference, Casa Del Rey Hotel, Santa Cruz, California.

February 21-25 — Great Lakes Park Training Institute for 1955, Pokagon State Park, Angola, Indiana.

February 24-26 — American Camping Association 1955 Region Two Convention, Claridge Hotel, Atlantic City, New Jersey.

March 21-25 — Group Work Institute for Employed Workers, Boston University School of Social Work.

March 23-24—Institute for Board Members, Boston University School of Social Work.

March 28—Child Study Association of America Annual Conference, Hotel Astor, New York City.

WANTED. RECREATIONAL SUPERINTENDENT for the City of Nanaimo, B.C., population 15,000.

DUTIES. Under direction of the Recreation Commission, to organize, co-ordinate, and direct a full recreational program.

REQUIREMENTS. College training in recreation, or equivalent, as well as experience in community recreation organization.

SALARY. Yearly contract $4,500 to $5,500 depending on qualifications.

APPLICATIONS. Applications should give full personal details, training, experience, references, if presently employed, and when available.

Applications will be considered until January 31, 1955 by: The Secretary
Nanaimo Recreation Commission
City Hall, Nanaimo, B.C.

INFORMATION. Report of a recent recreation survey and Constitution of Recreation Commission are available on application.

On the Campus

Dr. Henry O. Dresser, professor of health, physical education, and recreation at *Louisiana State University*, announced recently that the university will soon establish an undergraduate minor in recreation. Louisiana State's graduate school already offers an M.S. in recreation. Now, however, undergraduates majoring in physical education will be able to minor in recreation. Students majoring in dramatics, elementary education, or certain arts and sciences will also be offered the opportunity to minor in recreation. Included will be a field course in which students will get practical experience working with the intramural department of the university, the Baton Rouge Recreation and Park Commission, and will also do some hospital recreation work.

Oregon State College in Corvallis now has thirty recreation majors. Two of the field work students have been apprenticed to the local hospital and are working directly with the patients. The extension service of Oregon State under the direction of Jessalee Mallalieu is carrying on a training program for leaders in crafts in the rural areas. Metal tooling proved to be the most popular course. Leadership training will also be given in home recreation, game leadership and square dancing.

The *University of Minnesota* offers a number of correspondence courses in recreation already programmed as far ahead as 1956. Included in these are the "Social Aspects of Leisure" and the "Operation of Recreation Centers" under Dr. Gerald B. Fitzgerald. The "Nature and Function of Play" is a fundamental background course for either recreation or physical education and is directed by Herschel R. Giles. The "Orientation to Recreation in Hospitals" course, under Fred Chapman, examines the introductory principles of hospital recreation; the philosophy and purposes of hospital recreation as well as the program content is highlighted.

Michigan State College in East Lansing is now giving evening courses in conservation under the department of land and water conservation. Included in the program are courses in conservation of natural resources, special conservation problems, conservation education, and water pollution conservation law, the last given by Dr. F. C. Booth, assistant attorney general of the State of Michigan, who has represented the state Water Resources Commission in many court cases.

MacMurray College in Jacksonville, Illinois, now offers two new programs for teachers of exceptional children and recreation leaders for the handicapped. These programs, developed under a $34,000 grant from the Field Foundation of Chicago, will be carried on with the cooperation of the Illinois School for the Deaf, the Illinois School for the Blind, and the Illinois State Hospital, all located in Jacksonville. The new program embraces an extensive course of training for teachers of deaf children. Another phase of the program will train recreation leaders for children handicapped in sight, hearing, or learning ability. It will be possible for students to specialize either in recreational music, recreational dramatics, or recreational games, dance, and social activities. Graduates in this field will be qualified as recreation workers in hospitals, institutions, and public and private schools for exceptional children.

The McGill Winter Carnival will present its seventh edition February 17-19 at *McGill University*, Montreal. The carnival, at one time confined to the university itself, has branched out to the extent that the city of Montreal considers it a highlight of its winter season and contributes financially to its support. Among this year's activities will be an international ski meet, an ice show, ice hockey matches, and an athletic afternoon including a swimming contest, synchronized swimming demonstration, basketball, floor hockey, and an inter-collegiate squash match.

Grove City College, Grove City, Pennsylvania is proud of its new recreation building used for sports, recreation, physical education and social purposes. A multi-purpose intramural room houses basketball, volleyball, badminton and shuffleboard courts and also provides an excellent place for large dances, exhibits requiring use of heavy equipment, and elaborate pageantry. The building also boasts a swimming pool, eight-lane bowling alley, a fountain room and alumni lounge.

MARKET NEWS

♦ Chess and checkers for two, three or four players is possible with Tri-King's recent Fourth Dimension set. Invented by Yun Gee, internationally famous

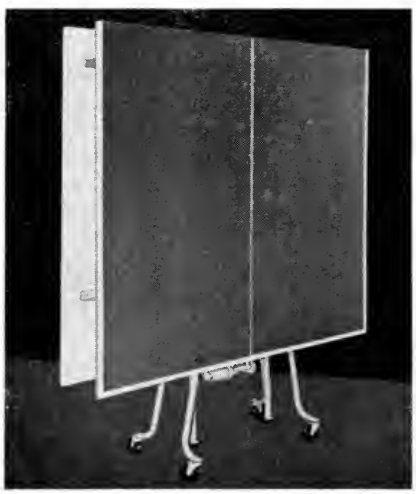
American artist, the attractive game board has an ingenious "diamond bridge" which permits players to cross from one board to another. The rules and plays remain the same, but the pace is faster and the game more exciting. It is interesting to players of all ages —from eight to eighty. Tri-King Enterprises, Inc., 51 East Tenth Street, New York 3, New York.

♦ Chemco features "everything for the swimming pool." This company, which is celebrating its thirtieth anniversary this year, has complete recirculation systems for all types and sizes of pools —from small private pools to large municipal ones—as well as various other equipment such as underwater lights, pumps and motors, and so on. Springboards, ladders, and other special items and pool accessories are also available from them. For information on their technical water preparation equipment see page 9. Complete data on their products may be obtained from Chemco, Dept. RLA. P.O. Box 3098, Los Angeles 54. or Chemco, Dept. RCH, 205 W. Wacker Drive, Chicago 6, Illinois.

♦ A new "unbreakable" table tennis paddle has been developed by the National Park and Recreation Supply Co., South Haven, Michigan. The paddle is made of light-weight magnesium and has a non-skid surface of material that will not peal or chip. Write to the company for further detail.

♦ Ashaway Products, Inc., manufacturer of braided strings for tennis racquets, has a very interesting little pamphlet, *Your Guide to Good Courtsmanship*, which gives many tips on tennis playing and court etiquette. For a free copy, write to the company, Ashaway, Rhode Island.

♦ A new table-tennis table, the Sico Model 2100, incorporates such features as portability, sturdy construction, and storage in small space. The unit is regulation size and height but, when not in use, it may be quickly and easily folded up and rolled away—to be stored in a space only five feet by one foot. For



additional information write Sico Manufacturing Inc., 6045 Pillsbury Avenue South, Minneapolis 19, Minnesota.

♦ The Magna-Board, an educational toy for children, has many possibilities for use in spelling games and relays for parties and social nights for groups of all ages. The flock-coated board is ten by twelve inches, and the ninety letters

and numbers supplied with the game adhere to the surface of the board and can be quickly pressed on and removed at will. Each game is packaged in a handy plastic bag for storing. Ohio Flock-Cote Co., 3713 Euclid Avenue, Cleveland, Ohio.

♦ New adjustable bankboard sections, known as the "Butterfly" and "T Square," recently developed by Jay Archer, originator of Biddy Basketball, now make it possible to convert regulation basketball courts into courts for smaller players in a matter of minutes. The "Butterfly" unit attaches to the fan-shaped bankboard, and the "T Square"

attaches to the rectangular one. The units are easy to convert, light in weight, and economically priced. Raja Units Co., 1417 Diamond Avenue, Scranton, Pennsylvania.

♦ Something different and unique in the way of the "month clubs" was recently formed—"The Bait of the Month Club," a sportsman's group plan. The club's testing board is composed of expert fishermen from various parts of the country. They receive the artificial lures, and try them under all conditions and rate them according to their performance. When a bait gets the club seal of approval it will be sent to the membership some time during the year. Members sign up for three, six, or twelve months and receive a different lure each month — with bonus baits at different times during the subscription year. Membership is open to everyone. Bait of the Month Club, Box 4158, Austin, Texas.

Books & Pamphlets Received

ADAPTED PHYSICAL EDUCATION, Arthur S. Daniels. Harper & Brothers, College Department, 49 East 33rd Street, New York 16. Pp. 538. $6.00.*

AIRCRAFT RECOGNITION MANUAL, C. H. Gibbs-Smith. John de Graff, Inc., 64 West 23rd Street, New York 10. Pp. 239. $2.50.

AMERICAN HISTORY FUNBOOK, Settle G. Beard and Hannah Robins. Hart Publishing Company, Inc., 670 Fifth Avenue, New York 19. Pp. 159. $1.25.

ANIMAL FUNBOOK, Timothy Crane and Mary C. Pone. Hart Publishing Company, Inc., 670 Fifth Avenue, New York 19. Pp. 160. $1.25.

BASIC PHYSIOLOGY OF EXERCISE, Ferd John Lipovetz. Burgess Publishing Company, 426 S. Sixth Street, Minneapolis 15. Pp. 170. $5.00.

CONFERENCE PROGRAM SUGGESTIONS ON INTERNATIONAL WELFARE TOPICS. United States Committee of the International Conference of Social Work, Inc., 345 East 46th Street, New York 17. Pp. 4 (mimeographed). Single copies free to recreation leaders; additional copies $.07 each; $5.00 per hundred.

DIRECTORY OF RECREATION AND PARK AGENCIES PROVIDING YEAR-ROUND SERVICES, (October 1954). Compiled by the State of California Recreation Commission, Documents Section, State Printing Office, Sacramento 14, California. Pp. 17. $.50 (plus two cents tax on California addresses).

EXECUTIVE RESPONSIBILITY, Ray Johns. Association Press, 291 Broadway, New York 7. Pp. 258. $4.00.*

EVEREST—THE SWISS EXPEDITIONS IN PHOTOGRAPHS. E. P. Dutton & Company, Inc., 300 Fourth Avenue, New York 10. Pp. 144. $7.50.*

FINANCING ADULT EDUCATION, Edward B. Olds. Adult Education Association, 1201 Sixteenth Street, NW, Washington 6, D. C. Summary Report—Pp. 20. $.25. Complete Report—Pp. 124. $1.25.

GEOGRAPHY FUNBOOK, Settle G. Beard and Hannah Robins. Hart Publishing Company, Inc., 670 Fifth Avenue, New York 19. Pp. 159. $1.25.

GOLDEN BOOKS: GOLDEN BOOK OF INDIAN CRAFTS AND LORE, THE, W. Ben Hunt. Pp. 112. $1.50. HORSE STORIES, Elizabeth Coatsworth and Kate Barnes. Pp. 30. $1.00. Simon & Schuster, Inc., 630 Fifth Avenue, Rockefeller Center, New York 20.*

HOW TO BE A MODERN LEADER, Lawrence K. Frank. Association Press, 291 Broadway, New York 7. Pp. 62. $1.00.*

HOW TO BUILD CHILDREN'S TOYS AND FURNITURE, Norman Cherner. McGraw-Hill Book Company, Inc., 330 West 42nd Street, New York 36. Pp. 144. $3.95.*

HOW TO HELP FOLKS HAVE FUN, Helen and Larry Eisenberg. Association Press, 291 Broadway, New York 7. Pp. 64. $1.00.*

HUGH ROY CULLEN—A STORY OF AMERICAN OPPORTUNITY, Ed Kilman and Theon Wright. Prentice-Hall, Inc., 70 Fifth Avenue, New York 11. Pp. 376. $4.00.*

LEADER'S GUIDE — A MANUAL ON BETTER HUMAN RELATIONS FOR LEADERS IN YOUTH AGENCIES, Ann G. Wolfe. Division of Youth Services, The American Jewish Committee, 386 Fourth Avenue, New York 16. Pp. 40. $.20.

MR. PLANNING COMMISSIONER, Harold V. Miller. Public Administration Service, Publications Division, 1313 East 60th Street, Chicago 37. Pp. 81. $1.00.

NATURE FUNBOOK, Gerald M. Straight. Hart Publishing Company, Inc., 670 Fifth Avenue, New York 19. Pp. 159. $1.25.

180 GAMES FOR 1 PLAYER, J. B. Pick. Philosophical Library, Inc., 15 East 40th Street, New York 16. Pp. 137. $3.75.

OFFICIAL NCAA GUIDES: OFFICIAL BASKETBALL GUIDE. Pp. 219 (plus 36 pages of rules). $1.00. OFFICIAL ICE HOCKEY GUIDE. Pp. 78. $1.00. OFFICIAL SWIMMING GUIDE, Pp. 158. $1.00. OFFICIAL TRACK AND FIELD GUIDE, 1954. Pp. 158. $1.00. The National Collegiate Athletic Bureau, Box 757, Grand Central Station, New York 17.

OLD FARMER'S 1955 ALMANAC, THE, Robert B. Thomas. John Hancock Mutual Life Insurance Company, 200 Berkeley, Boston 16. Pp. 112. $.25.

RACING DINGHY MAINTENANCE, Ian Proctor. John de Graff, Inc., 64 West 23rd Street, New York 10. Pp. 157. $3.00.

RIGS AND RIGGING OF YACHTS, Douglass Phillips-Birt. John de Graff, Inc., 64 West 23rd Street, New York 10. Pp. 207. $8.00.

SCHOLARSHIP INFORMATION SOURCES FOR EDUCATIONAL AND VOCATIONAL COUNSELORS, Russel J. Fornwalt. Big Brother Movement, 33 Union Square West, New York 3. Pp. 4. (mimeographed) $.25.

SCIENCE FUNBOOK, Gerald M. Straight. Hart Publishing Company, 670 Fifth Avenue, New York 19. Pp. 160. $1.25.

TIPS TO THE HANDYMAN HOBBYIST ON HOW TO DO IT SAFELY. The Home Insurance Company, 59 Maiden Lane, New York 8. Pp. 46. Free.

TOWARD SOLVING THE PUZZLE. Massachusetts Community Organization Service, 3 Joy Street, Boston 8, Massachusetts. Pp. 88. $1.00.

Magazine Articles

BEACH AND POOL, *October 1954*
- Pool Chlorinating Equipment, *Alvin R. Murphy, Jr.*

November, 1954
- Synchronized Swimming Exhibitions, *Beulah Gundling.*
- Common Errors in Pool Design and Construction, *Charles M. Graves.*
- Methods of Disinfecting Swimming Pool Water, *E. R. Hendrickson.*
- Effects of Pool Water on Bathers

JOURNAL OF HEALTH, PHYSICAL EDUCATION AND RECREATION, *October 1954*
- Baylor University's Summer Day Camp, *James G. Mason.*
- Recreation and the Tax Dollar, *Henry O. Dresser.*
- How We Do It

PARKS AND RECREATION, *October 1954*
- An Employee Looks at Training, *James W. Hawell.*
- Recreation Activities Stressed for U.S. Troops in Korea, *Corporal John Blumenthal.*

November 1954
- Detroiters Believe in Recreation, *John. J. Considine.*
- Design With Maintenance in Mind, *M. H. Howitt.*

PARK MAINTENANCE, *October 1954*
- Soil-Cement Paving; a method to prevent water seepage and protect pools against undergrowth.
- Unobstructed Shelter House Interior.
- Personnel Policy — The Elements which Make it Succeed, *H. C. Hutchins.*

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* These publications are available from the National Recreation Association at list price plus fifteen cents for each book ordered to cover postage and handling. *Active Associate and Affiliate Members of the Association receive a ten per cent discount on list price.* Remittances should accompany orders from individuals; organizations and recreation departments will be billed on their official orders. Address orders to Combined Book Service, National Recreation Association, 8 West Eighth Street, New York 11, New York.

PUBLICATIONS

Covering the Leisure-time Field

Effective Leadership in Human Relations

Henry Clay Lindgren, Hermitage House, Inc., 8 West 13th Street, New York 13. Pp. 287. $3.50.

This is a very readable book and one which might be classified as "popular psychology." Although considerable discussion is centered around hostility, the author is entirely constructive and positive in his approach. He deals with the sources and types of hostility and explains how it is expressed. The patterns of behavior are described and many illustrations are provided.

Four types of leadership are defined and he brings out quite clearly the fact that we are going through a transition period and are changing over from the old paternalistic type of leadership to the newer democratic approach. He calls attention to the differences between the dynamic and the administrative types of leadership and identifies elements which make the leader different from other people. He stresses the importance of communication and the sharing of power, authority, and responsibility with others as a means of developing and strengthening leaders. The book should be a helpful guide to those working with groups and organizations as well as to those who are training for, or who find themselves in, positions of leadership.—*W. C. Sutherland*, Director, Recreation Personnel Service, National Recreation Association.

Teaching Adults

Malcolm S. Knowles. Association Press, 291 Broadway, New York 7. Pp. 71. $1.00.*

This is a two-chapter excerpt in pamphlet form, of Mr. Knowles' full-length book, *Informal Adult Education*, which was published in 1950. It provides, in inexpensive form, a presentation of guiding principles and techniques for members of planning committees, lay leaders, and teachers of informal courses. For recreation leaders who desire to help groups in setting up such courses, it should prove helpful indeed. The second half, in particular, which includes an explanation of informal courses and their role in an organization, the organization of a program, determining what subjects to offer, scheduling, selecting and supervising instructors, administrative procedures, financial policies and practices, could prove invaluable.

Don't, by the way, miss Mr. Knowles' editorial on page fifty-two of the next issue of RECREATION.

Exploring Our National Parks and Monuments (Fourth Edition)

Devereux Butcher. Houghton-Mifflin Company, 2 Park Street, Boston 7. Pp. 288. $4.50.*

Another beautiful, revised edition of this always interesting book has been off-the-press since September. Since publication of the last edition in 1951 the author, Devereux Butcher, has traveled the country, literally from border to border—visiting national parks, nature monuments, and so on — taking pictures for this book.

Sixteen pages are in color, and 280 striking halftone illustrations are included. Maps show the location of all areas described, and the narrative tells about road and trail trips to world-famous beauty spots and scenic wonders. This is an invaluable book for all persons who are planning to visit or have visited these places and for the wilderness enthusiast, nature-lover—and all who enjoy the out-of-doors.

Working With the Handicapped

Girl Scouts of the U.S.A., 155 East 44th Street, New York 17. Pp. 127. $.75.

This paperbound booklet is a leader's guide. It is designed to give a summary of special information needed by any adult working with special problem children. While geared, of course, to the Girl Scout program, it is a valuable contribution in a field sadly lacking in practical material, and should be very helpful to other organizations and recreation departments who are becoming more and more aware of their responsibilities to those youngsters who, because of various handicaps, do not fit into the normal program.

A novel presentation of various types of handicapped children—the blind, deaf, orthopedically handicapped, epileptic, tubercular, retarded, delinquent—is made by giving the point of view of a specialist or doctor in each field.

A listing of non-government agencies, and a classified bibliography testify to the thoroughness evident throughout this guide.

New Books on Underwater Sport

TO HIDDEN DEPTHS, Captain Philippe Tailliez. E. P. Dutton & Co., Inc., 300 Fourth Avenue, New York 10. Pp. 188. $5.00.*

KEYS TO FORTUNE, Frances McGuire. E. P. Dutton & Co., Inc., 300 Fourth Avenue, New York 10. Pp. 124. $2.50.*

GUIDE TO UNDERWATER HUNTING, Simon Codrington. John de Graff, Inc., 64 West 23rd Street, New York 10. Pp. 80. $1.75.

The new interest in exploring the wonders beneath the sea which has been sparked by the activities of the frogmen in World War II and by the perfection of underwater equipment, and photography as well, is resulting in the publication of a rash of books on this fascinating subject. These three are among the latest. The first, by a commander of the Undersea Research Group of the French Navy, is an undersea adventure, telling of the experiences and explorations of some of the underwater pioneers. It is illustrated with beautiful photographs in color as well as in black and white. The second is a book for boys, telling the story of a youngster who is taught underwater swimming tricks by a navy frogman. An expert in underwater hunting has written the last as a guide to newcomers to this field. He discusses equipment and its use, hunting technique, some of the fish—such as sharks—which might be termed the "terrors of the deep."

* See footnote on page 47.

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January, February and March, 1955

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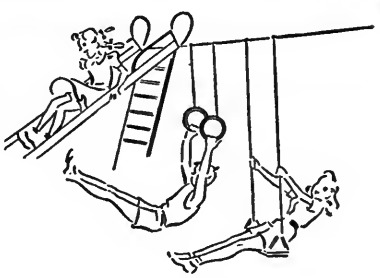

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FEBRUARY 1955

Recreation*

THE MAGAZINE OF THE RECREATION MOVEMENT

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On the Cover

WINTER FUN. Snowy days of dazzling white, crunchy snow and crisp clear air, bring an exhuberance of spirits and of energy. The out-of-doors rings with the sound of steel on ice, the swish of skiis, the downhill run of the tobaggan—to the accompaniment of shouts and laughter. These are the sounds of exhilaration and health—twin rewards of outdoor winter recreation. Photo courtesy of Sun Valley News Bureau, Steve Hannaghan Associates, New York.

Next Month

Suggestions and ideas to help you in your planning for April, which is National Hobby Month. Among them, "Hobbies Develop the Executive" and "Include Hobbies and Hobby Shows in Your Program." All those who are planning to go to the 37th National Recreation Congress in Denver will be especially interested in Earl Schlupp's "Public Recreation in Denver." "Baseball for Boys" gives details of the testing program in Cortland, New York.

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Recreation and Adult Education

Malcolm S. Knowles

Malcolm Knowles

I am frequently asked, what is the difference between adult education and recreation? The question is raised, I suppose, because some activities that are labeled "adult education" seem to have some characteristics similar to those labeled "recreation." A group of young women are making ceramics in a YWCA. Is this adult education or recreation? A group of men are tying trout flies in an evening high school program. Is this adult education or recreation? A group of young men and women are folk dancing in a park district fieldhouse. Is this adult education or recreation? Or how about a painting class, a music appreciation group, a camera club, or even a discussion group, that might be meeting in a church, a school, a social agency, or a community center?

Is the test whether the activity is being sponsored by a recreation agency or an education institution? Is it whether the group is having fun? Is it whether anybody is learning anything?

Before trying to answer the basic question as to the difference between adult education and recreation, there are a couple of prior questions we probably ought to tackle. The first is, why is this an issue? Several reasons are given. One is professional training and standards. If there is a difference between adult education and recreation, then presumably different types of professional training and standards are required for workers in each field. Another is delineation of functions among agencies.

As recently as 1951 a committee of the California Senate criticized the public schools of that state for including activities in their adult education programs that the committee considered recreation, on the score that recreation activities are not appropriate in the schools. It went so far as to state that "There is considerable doubt as to the need for lecture and forum programs to be paid for by the State . . . and the line between education and entertainment is often difficult to distinguish."

I have even witnessed similar difficulties in delineation of function between departments of a single agency—a YMCA, to be specific. Perhaps a third reason why this is an issue has to do with the psychology of participation. Some people seem to believe that a recreation activity gets a different quality of participation from its members than an education activity—the former being more carefree, the latter being more purposeful.

A second problem we must tackle before we can get to the basic question is that of definition. What do we mean by "adult education" and "recreation." I like Howard Braucher's definition of recreation as "any form of leisure-time experience or activity in which an individual engages from choice because of the enjoyment and satisfaction that it brings directly to him." I especially like his extension of this definition: "Recreation represents activity freely chosen, which offers the individual opportunity for genuine satisfaction, creative expression, and development of his powers." I suppose this definition appeals to me because it sounds so much like my own definition of adult education as "any activity engaged in voluntarily by mature men and women that produces changes in their knowledge, understanding, skills, attitudes, interests, or appreciations."

These definitions lead me to what I used to think was the difference between adult education and recreation; namely, purpose. I find that in 1950 I wrote, "A recreational activity is distinguished from an adult educational activity by the purpose of the participant. If an individual participates in an activity for the purpose of learning, for him it is an educational activity; if he participates in it for the purpose of enjoyment, it is recreational."

I no longer believe this is the differ-

What is Your Attitude on This Subject?

You, our readers, are invited to write your ideas on this subject to RECREATION Magazine, 8 West Eighth Street, New York 11, New York, so that they may be exchanged with other readers via our Letters page. If you wish to remain anonymous, *please so state* and we will use only your initials. Your signature, however, may bring you personal answers.—Ed.

MALCOLM S. KNOWLES *is the administrative coordinator for the Adult Education Association in Chicago, Illinois.*

ence. I have come to have too much respect for the power of secondary learnings that occur almost without relationship to the primary purpose of an activity. For example, the best job I have ever seen done in changing prejudiced attitudes toward racial minorities occured as a secondary learning in a social dance group. I have also come to see that frequently the most enjoyable activities are those that give the satisfaction of personal growth and that the best learning experiences are pleasurable.

This kind of analysis suggests that the test of what is recreation and what is adult education is *outcome*. If the outcome of an activity is enjoyment and satisfaction, then the activity is recreation. If the outcome is learning—the development of knowledge, understandings, skills, attitudes, interests, or values —then the activity is adult education. This is where I would take my stand today.

I would like to go further, and say that ideally there should be no difference between adult education and adult recreation. My reasoning is that adult education ought always to be recreational, in the sense that it should result in "genuine satisfaction, creative expression, and the development of powers." And recreation ought always to be adult education, in the sense that it should yield the highest enjoyment of all, the enjoyment of self-improvement.

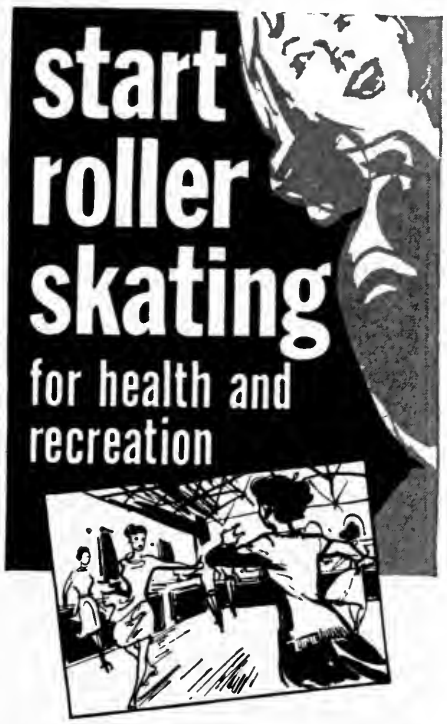
As I see it, the happy marriage of these two approaches to human welfare will occur not so much as the result of abstract philosophizing as through the artistry of our workers. The artistic adult educator will introduce a recreation spirit into the serious study of great books, or language, or public affairs, or the arts, so that each individual will derive from it not only a sense of personal growth but a sense of creative satisfaction and an enjoyment of the activity for its own sake. The artistic recreation leader will introduce into activities that are pleasurable in and of themselves the added bonus of experience that produces personal growth and broadened personalities.

On this latter point let me give a few concrete examples. Years ago I had the opportunity to do some recreation work with an unusually able recreation leader. The thing I remember most vividly about her leadership is that to her no activity was a final, fixed equation. It was always in the process of evolution. She constantly challenged her groups to evaluate their experience and improve upon it—invent new rules, new variations. She practiced what I now see is an adult education attitude toward recreation, in which each experience is seen as a stepping stone to a new experience.

Some time later I had the good fortune to observe another adult educator in recreation worker's clothing. She was the leader of a painting club—people who had graduated from a painting class and were now meeting weekly as a club to pursue the pure pleasure of creative painting. With the guidance of this creative leader, the club would take the art of a different country every month or two as a special project; and, in the course of its quest for beauty, the group would learn more about the general culture and human institutions of a country than I have seen brought out in courses designed specifically for this purpose.

I have seen other leaders of handcraft groups, cooking groups, sewing groups, and musical groups subtly stretch the minds, broaden the interests and deepen the appreciations of recreation groups by the artistic use of "secondary learnings." I have, of course, also seen recreation leaders who left their groups exactly where they found them in their ability to enjoy life; and I have seen adult educators who set the intellectual curiosity of their groups back ten years by their dull teaching. Happily, both types are rapidly disappearing as recreation workers and adult educators are increasingly coming to recognize how much each has to give the other.

While adult education and recreation may always have some distinguishing difference in flavor, the evidence seems clear that they are closer and closer together in aims and methods. I hope that increasing numbers of adult educators will avail themselves of the recreation spirit in your splendid magazine, RECREATION. In turn, I'd like to invite recreation workers to become familiar with the adult education techniques described in our magazine, *Adult Leadership*.



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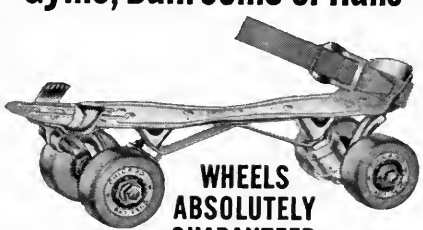

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Land for Recreation

Sirs:

With reference to your report on the guide to acquiring areas for recreation purposes as reported in the October RECREATION magazine, page 475, I was not the chairman of the committee. Phil LeBoutillier, superintendent of recreation in Irvington, New Jersey, was the guiding light and did a tremendous amount of work to organize our full report and deserves the credit. The committee was composed of Phil LeBoutillier, Monte Weed, Frank Wood and Robert D. Sisco. Monte, Phil and I presented the committee findings at the district conference. The people in attendance agreed the matter needed further study in certain areas, particularly question number one. Undoubtedly the new committee, appointed by Mike Wargo, district advisory committee chairman, will do more research on revising the guide. Possibly something could be done on a national level in reference to this type of guide.

ROBERT D. SISCO, *Superintendent, Recreation and Parks Department, Livingston, New Jersey.*

• On the mimeographed report received by us, Robert Sisco was indicated as chairman. Sorry.—Ed.

Recreation and the Schools

Sirs:

In regard to Mr. Orcutt's comments on the school-recreation combination, on your December Letters page, I personally could not agree more on the importance of an administrative separation between the two.

In one position I maintained a while back, recreation was administered by the school board. In this particular instance, it was a most unsatisfactory alliance. During the summer months, time was created by the school authorities to spend on problems relating to recreation. The other nine months of the year school matters consumed the total attention and interest of the school board. Recreation was "advised" to sit back and wait for another summer.

This was the obvious weakness of this type of arrangement, but the feeling of frustration that was constantly and personally involved made the situation untenable for any but the uninitiated or lethargic.

Having seen how school *and* recreation authorities can cooperate to the best advantage of all the people, it is still my feeling that the problems and policies facing schools today are more than a full-time job in themselves. Taking on an additional responsibility as important as recreation is not only treating recreation unfairly, but it is conveying the false impression that the schools, and the challenges they present, are not so great but that time can be taken out to tend to other matters. This is a fallacy that leads to unfortunate results. Educators, in their enthusiasm, too often get carried away in trying to develop the "total" individual. It is time they recognized that it takes specialists in the field of recreation, as well as specialists in the field of education, to aid in the well-rounded development of Homo sapiens. A little more thought and study in methods of cooperation,

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Another important "HONOR YOUR PARTNER" teaching aid brought to you by Square Dance Associates. In this album Ed Durlacher presents his amazingly simple method of teaching American Couple Dances and Mixers. He gives oral "walk-through" instructions in easy progressive steps.

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rather than control, toward recreation will benefit all involved.

PENNELL S. EUSTIS, *Superintendent of Recreation and Parks, Ipswich, Massachusetts.*

* * * *

Sirs:

Regarding Selwyn Orcutt's school recreation program at Fayetteville, North Carolina, in the December issue of RECREATION, I do not believe that we will ever see the day when *all* authorities agree on one single type of recreation management. School boards in too many communities are preoccupied with purely educational problems. Too many park boards are primarily concerned with construction and maintenance of their physical plants and know little about the promotion of a broad recreation program. It would appear that the recreation commission form of management is by far the most desirable. But how, for instance, are we going to tell Milwaukee and Madison, two Wisconsin cities which have outstanding programs, that the management in these cities should be taken away from their boards of education? It would be folly even to think of it.

There is every reason why school boards and park boards should have a strong voice in the public recreation program, for the reason that the properties upon which the recreation program is conducted are generally under the jurisdiction of these boards. They cannot be expected to give the use of their properties to another city board "lock, stock and barrel" without a voice in how these properties are used. A representative of the common council, that group which supplies our financial needs, certainly should have a voice in how recreation funds are spent. In our case, the recreation commission is made up of representatives of the school board, park board, and common council, along with four citizens at large. In our own community, at any rate, the set-up is ideal.

There is, however, an element or problem that can be resolved only on the local level, a problem that varies in each community, the problem of local attitude. Unless both the school board and park board are willing to make their properties available to the recreation department, little success can be attained. Cooperation is required not only in the use of physical facilities, but particularly in the use of schools. The superintendent must be recreation minded if a successful program is to be attained. A superintendent of schools who is cool toward a recreation program, however managed, will be a stumbling block. On the other hand, a superintendent of schools who believes that the school plant should be used by the community, and, of equal importance, believes that school children should be provided with a program of wholesome recreation activities, can be of tremendous value to the community's youth program.

We are fortunate in Racine in having city and school authorities who are progressively cooperative. The recreation department conducts both the school and the municipal recreation programs, one as important as the other.

B. A. SOLBRAA, *Director of Recreation, Racine, Wisconsin.*

Letter to Mr. Prendergast

Sir:

I wish to take this opportunity to commend you and your staff for one of the most successful recreation congresses that I have attended in the last six years. The whole congress was exceptionally well planned.

The panelists were informative and enthusiastic. It is impossible to say which was the most valuable to us in recreation in Florida, although the talk by Dr. Campbell of the mass migration of senior citizens to the south was the most exhilarating and challenging to me. We, here in Hollywood, where twenty-five per cent of our total population are senior citizens, are very conscious of this influx and are now taking action to meet the immediate needs.

This brings me to the most important point—the recognition that RECREATION magazine has made of our community participation project—the Chanukah-Christmas pageant. We are deeply grateful for this honor.

Another project which has just been completed and has created intense interest in Florida is our teen center which you will hear about later through the local and state level.

PATRICK J. HENEGHAN, *Recreation Director, Hollywood, Florida.*

LEATHERCRAFT

WHETHER YOU HAVE USED LEATHERCRAFT IN YOUR CRAFTS PROGRAM, OR ARE CONSIDERING IT AS AN ADDITION TO YOUR PRESENT ACTIVITIES SCHEDULE, YOU OWE IT TO YOURSELF AND YOUR ORGANIZATION TO SEND FOR AND READ OUR NEW SPECIAL CATALOGUE OF LEATHERS AND LEATHERCRAFT AIDS & KITS.

We have specialized in Leathercraft as a recreational and vocational activities medium for the past 25 years. Our projects are designed for all age groups, and our Factory-To-You service gives you top grade merchandise at substantial savings. If you work with youngsters of school age, teen-agers, or adults —we have the very projects that will fit into your crafts program.

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Things You Should Know . .

▶ BOND ISSUES AND LEVIES for recreation, reported to the National Recreation Association for 1954, showed a grand total of successful bond issues of almost thirty million dollars.

▶ NEW BOND ISSUE for forty million dollars is being proposed by Los Angeles for additional municipal recreation and park facilities.

▶ PROPOSALS FOR TWO FREEWAYS through Los Angeles' Griffith Park, made by the California State Highway Department, have met with vigorous opposition from that city's park and recreation commission.

The facilities which would have to be moved include a model airplane flying field, seven fairways on one of the golf courses, an archery range, picnic facilities, the pony ride and miniature train. In addition, the department's construction and maintenance yards would have to be changed.

Recreation and park officials all over the country are increasingly concerned about the attempts to use public park properties for other public purposes, and even in some instances for private or semi-private functions. (See *American City* magazine for October, 1954, page 106: "A Critical Comment . . .").

▶ NEXT TO BETTER HOME INFLUENCES, the provision of better recreation opportunities is the best means of combating juvenile delinquency, according to a poll of New York State residents taken in 1954.

▶ JUVENILE DELINQUENCY and "what's happening to the younger generation" receives full treatment in articles in the *Saturday Evening Post* for January 8 and *Collier's* for January 21. The *Post* story, the first of a five-part report called "The Shame of America," was written by the executive director and the chief council of the U. S. Senate Subcommittee to Investigate Juvenile Delinquency. Bill Mauldin is the author and illustrator of a long special report "What Gives?" in *Collier's*. Mauldin's account is based on personal interviews with teen-agers throughout the country.

▶ OPEN TO ALL STUDENTS, grades nine to twelve, in daily attendance at any public, private or parochial school, the 10th Annual National High School Photographic Awards Contest will run from January 1 to March 31, 1955. The awards include a total of 256 prizes. In connection with the contest Eastman Kodak Company announces the availability of three photo fact sheets: *How to Make and Submit Prize-Winning Pictures; Selecting and Preparing Pictures for Publication;* and *Glossary of Important Photographic and Photo-Editing Words.*

In all, twenty-nine photo fact sheets are available to class advisers. These include such subjects as photoflash, close-up photography, developing, printing, enlarging, candid and nature photography, filters, lighting, how to earn a Boy Scout Merit Badge in photography, and many others.

Additional information may be obtained by writing to National High School Photographic Awards, 343 State Street, Rochester 4, New York.

▶ NEW ADDRESS: The Asphalt Institute, which for many years has had its headquarters at 801 Second Avenue, New York 17, New York, has established new headquarters on the campus of the University of Maryland at College Park, Maryland (on January 1st). The Institute's executive offices and laboratories will be located in a new building constructed especially for it and leased to the Institute by the University.

▶ LEADERS OF TEEN-AGERS: If you are concerned with planning of programs you would do well to read the article "This Army Training They Go For" in the January, 1955 issue of *Woman's Day*. Send for copy from 19 West 44th Street, New York 36, New York. Price for back copies: twenty cents.

▶ THE OPPORTUNITY FOR COMMUNITY SERVICE in the field of welfare for children is a subject discussed in the November Newsletter on Community Health and Welfare Services of the Institute of Life Insurance. In discussing recreation, the newsletter says ". . . adult volunteers, including life insurance men and women, can find many ways to help make their communities a better place for children to enjoy rich and satisfying play experiences. They can serve as volunteer leaders, coaches and instructors, They can serve in an advisory capacity on recreation and park boards." Newsletter is distributed to some 17,000 life insurance agents.

▶ A COMMUNITY RECREATION SALARY STUDY is being made by the National Recreation Association in order to better answer requests for current salary information. Questionnaires have been mailed to executives with the Association newsletters. Their prompt return will assure success in gathering information for all. (If you have received one, please note!)

▶ WATCH FOR the special Playground Issue of RECREATION, April 1955. If you are expecting to use it in your playground planning sessions or with playground leaders training groups, order your extra copies by the end of February— to insure receiving the full number ordered.

▶ LEADERS IN SERVICE CLUBS FOR MILITARY PERSONNEL, in the United States or overseas, are invited to send stories of unique parties and other social recreation projects to RECREATION. Be sure to include how-to-do information so that other clubs will be able to use some of your good ideas.

▶ A REPORT OF DEFENSE RELATED SERVICES of the National Recreation Association shows that from November 1, 1953 to November 30, 1954 — a thirteen month period—287 different cities and areas were served by the Association. In 134 cities the field service was concerned mostly with the community recreation problems of armed forces personnel and their dependents. In 102 cities emphasis was on the recreation problems of defense industrial personnel. In 48 cities community recreation needs of both civilian and military defense personnel were served. Special attention was given to on-base problems of servicemen and their dependents.

At the request of the Army and the Air Force, the Association further gave special attention to the "forgotten men" of the services, in the aircraft and radar units located in isolated places where there are few opportunities for recreation outside of those which can be provided on base and in the scattered small communities in the area. Both overseas and in this country the number of Air Force dependents living on base or in nearby housing development is substantial.

DODGE BALL
Grade Level: 1-6
Number of Players: 6-20
Equipment: 1 "KOLOR-SIZED" PLAYGROUND BALL
Formation: Single circle
Directions: One child chosen to be IT in center. Circle players throw ball at IT trying to hit IT on the legs. IT may dodge, run, turn, or jump to avoid being hit, but he may not run outside the circle. Player hitting IT becomes the new IT.
Variation: Two or three children may be IT in center.
KICK BALL
Grade Level: 3-6
Number of Players: 2 teams, 8-15 per team
Equipment: 1 "KOLOR-SIZED" PLAYGROUND BALL
Formation: Same as softball
3rd
Home
Catcher X
Pitcher X
2nd
1st
Directions: Game similar to softball with following exceptions:
1. Ball rolled by pitcher to batter who kicks ball and runs to first base.
2. Runner hit by thrown ball is OUT.

NOW-Game Rules on Box!

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TRADEMARK

Playground Balls

Game directions for using balls in schools and playgrounds are printed on the box. Easy to cut out and start a file. Different games on each size box. Games include dodge ball, circle stride, call ball. Dozens of others.

Other features include: (1) four class or team colors to choose from—red, orange, blue, green. (2) rugged 5-ply rubber construction. (3) patented Kantleek Valve.

Sizes 6", 8½" and 10" in red, orange, blue and green. Each class or team keeps its own color. In red only, sizes 5", 7", 13" and 16". Seamless "Grade-Kolored" Balls are available for immediate delivery. Write that order today!

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ATHLETIC GOODS DIVISION **THE SEAMLESS RUBBER COMPANY** NEW HAVEN 3, CONN., U.S.A.

Editorially Speaking

Emphasis in this Issue

Many recreation departments throughout the country are proving that no longer need oldsters be lonely and isolated individuals with all of life's more pleasant and useful experiences behind them. Leaders in public recreation departments, and other civic agencies and organizations, are providing senior citizens with opportunities for social life, friendship and understanding, development of skills, continuing educational process, service to and engagement in the affairs of the community, and an attractive center to which they may repair for personal enjoyment and an enrichment of life.

Through the years, since publication of our special issue on recreation for older adults in May 1949, we have carried a number of articles on this subject. Because of increasing interest and development, however, we are including several more such articles in this issue.

Reference for Leaders

A good reference for leaders of oldster groups: "The Workshop on Working with Older People," *Adult Leadership*, May 1954 issue. Available at fifty cents per copy from Adult Education Association, 743 North Wabash Avenue, Chicago 11, Illinois.

Senior Citizens of America

This is a new nonprofit organization, to "serve persons over forty years of age in all walks of life in their personal growth and community service," which was incorporated under the laws of the District of Columbia on October 12, 1954, and began operations on December 1, 1954.

Joy Elmer Morgan, president of the organization, was editor of the journal of the National Education Association, a position he held for thirty-four years, until his retirement last December.*

Willard E. Givens, chairman of the board of trustees, was formerly superintendent of schools in Hawaii and in San Diego and Oakland, California.

A monthly magazine, *Senior Citizen*, will be published by Senior Citizens of America and edited by Mr. Morgan. For further information write the organization at 1701 Sixteenth Street, Northwest, Washington 9, D. C.

Adult Education and Recreation for the Retired

In an article in *Adult Education for Everybody*, a report published by the New York Education Council, Inc., Dr. John A. P. Millet writes:

"There are few people who appreciate the fact that they can still find a place for themselves in our society, of which they will feel proud, once they have been separated from whatever activity has formed, for many years, the main focus of their interest and the source of their financial security. Those who have had the foresight to develop auxiliary interests are the fortunate minority. Those whose families have foreseen the event and have the financial and emotional resources to assure a continuing and a genuine role in the group belong to an even smaller minority. . . .

"Mental health cannot be expected unless the individual is active and has some objective in his activity. He has to feel that what he does is significant and that its significance is recognized. . . .

"It need hardly be added that the profitable use of leisure-time activities during the years of maturity, with due consideration of which ones can become enduring satisfactions, or even a necessary means to gainful occupation, is a field in which adult education can play an increasingly important role."

* * * *

At the recent annual conference of the Adult Education Association in Chicago, according to the *New York Times*, a report on the adult education programs conducted by the United States Department of Agriculture, told of courses for adults ranging "from baby care to *jewelry making*, marketing to airplane mechanics, citizenship to business training, French to philosophy, public relations to *social relations*." The most common motive for enrolling in night or day adult classes was to improve professional skills. The next was the desire for *cultural advancement.* Many of the 1,555 students sampled mentioned the desire *to make a wider circle of friends and improve their social graces.* A number of adults said they wanted *to learn how to get along better with people or to be a better leader of a group. Recreational or leisure-time skills were of interest to others. Most of these wanted to learn a sport or hobby while some wanted merely to relax or be entertained.*

Anti-Delinquency

In legislative session, Congress in August appropriated $75,000 for the Children's Bureau to increase its help to states and communities on the problem of juvenile delinquency. The bureau will use the new money to start expanding its consultative services on such aspects of the delinquency problem as community action to prevent delinquency; police, court, and institutional services; training of personnel; research, and so on. This work will be carried on in close coordination with the several national voluntary organizations which offer related consultation on these matters.

Report and Portfolio Available

The *Report on the National Conference on Juvenile Delinquency*, a conference called by the Secretary of Health, Education, and Welfare, and held in Washington last June, is now on sale by the Superintendent of Documents, Washington 25, D. C., for twenty-five cents per copy, with a discount of twenty-five per cent on orders of one hundred or more copies.

Also ready is a portfolio of materials which may possibly be helpful to groups planning a delinquency conference or meeting. In addition to sample copies of many of the publications and reports used at the conference, the kit includes work group agendas and a discussion of conference planning. Requests for the kit should be addressed to the Special Juvenile Delinquency Project, c/o Children's Bureau, Washington 25, D. C.

* See December 1954 issue, *NEA Journal*.

Why RECREATION PROGRAMS FOR THE AGING?

Wilma Clizbe

Present trends, indicating the addition of thousands of hours of free time to the lives of our older citizens, poignantly point up the need for serious consideration of leisure-time activities on the part of individuals approaching retirement and old age. Surveys have indicated that, among people from sixty-five and up, the majority suffer acutely from the abrupt change from busy employment to idleness when retirement has not been carefully planned. Those whose hobbies and interests were of arduous types, or were extremely expensive, suffer a double shock.

In considering the selection of leisure-time activities, their basic needs for emotional satisfaction require self-expression, creative interests, productivity, health (both physical and mental), appreciation, love, sense of belonging, recognition and an opportunity to become an active member of society.

It is possible to find ways of filling some of these needs by oneself, but it requires the company of others to complete the picture. Too frequently we are apt to push the older person into a confined society of only those of his own generation. While it is true that his happiest moments will be in the company of chronologically compatible friends, the older person also needs the stimulation of young adults and, also, of children. However, here again the question of individual differences arises and, while some of the oldsters prefer companions of their own age exclusively and find the children a disturbing element except for short periods of time, others enjoy and need the company of *all age groups.*

Communities should assume a portion of the responsibility of planning for and meeting the social needs of these older folks.* With some assistance in the way of organization and provision of facilities, the oldsters will take over. A little outside direction, planning, and help in conducting programs, and an encouragement of their own initiative will open new worlds in their otherwise cloistered lives. Their greatest need, unless unusually fortunate in their retirement situation, is companionship. One of the paramount values of companionship is the fact that you can usually count on a good pair of listening ears from your companions. The art of listening has never been eulogized adequately.

The trained professional leader will make certain that the program is varied enough to include the likes and avoid the dislikes of all the members. Quiet games, bingo, movies and outside entertainment will usually serve the greatest number of people at one time. However, the special-interest groups must be given consideration and an opportunity to satisfy their choices of programs.

A bowling league has been organized by Dearborn members. Eligibility requirements: roll a strike; form unimportant.

While many of our senior citizens take part in the regularly conducted recreation and community programs, they cannot all be absorbed in the usual way inasmuch as their ability to do things is so often limited by the physical infirmities and other handicapping factors of old age. It is essential, then, for every community to further consider these people in their planning, if local oldsters are to have a satisfactory life after retirement.

Some pitfalls which can retard the successful development of their social and avocational participation in group activities occur through:

1. Allowing trained leadership to dominate. (The leader should remain in the background, leaving as much of the planning as possible to members.)
2. Failure to recognize the fact that these people are apt

The monthly news organ of Mrs. Clizbe's group *Pleasant News and Views*, is extremely popular. It is compiled by members who serve in all capacities, reporting, editing, mailing, and goes to all parts of the United States. Members who have left the city request this service as a means of keeping in touch with the doings of all friends.—Ed.

*See *Recreation for the Aging* by Arthur Williams, Association Press, $3.00.

MRS. CLIZBE *is the director of girls' and women's activities for the recreation department in Dearborn, Michigan.*

to reflect experiences which are not consistent with the thinking of the present generation.

3. Lack of consideration of the limitations of old age. Activities should not strain their physical or mental capacities.

4. Overlooking the sensitivity and the personal likes and dislikes of each individual.

5. Permitting leadership by the more aggressive members of the group to dominate.

6. Condoning the volunteer help of "do-gooders" who leave the older folks with the feeling of having been "helped" by a charitable dowager.

7. Using undesirable physical facilities for meetings—flights of stairs to be climbed, poor lighting, poor heating, unfriendly atmosphere, and bad location which creates transportation problems.

8. The placing of financial restrictions on membership through dues and assessments.

Financial independence does not always mean happy retirement at the close of a lucrative career. Too frequently these people return to the small towns of their childhood only to find that they are not the same. They are out of touch with the friends of their youth; another generation has taken over, and they are made to feel like has-beens. Many familiar land marks have been replaced, and reviving childhood memories proves to be impossible. An extended visit back to the "old home town" should precede a permanent move, in order to ascertain what it can offer for a full life in retirement.

The problems of retirement for the financially independent should be easily solved with careful planning. Whole new vistas may be opened to them through extensive travel with intervals between trips to recuperate and to plan the next jaunt. Months may fruitfully be spent in the study of travel folders, trips to libraries, and in making other preparations for a new adventure.

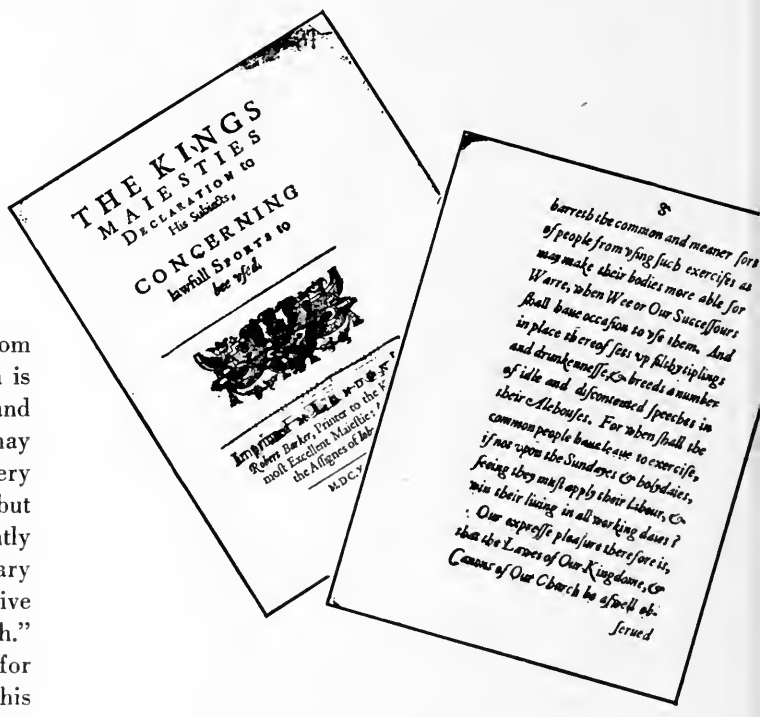
Without financial worry, any avocation with appeal may be followed. Perhaps this is the individual who has always wanted to do a bit of farming in the ultra-modern style prescribed by the agriculture boys. Now is his chance to put into practice some of his own ideas. However, he should be sure that this is his interest and should not jump into this type of retirement without adequate investigation.

Those individuals who are fortunate enough to be in a financial position to take an active part in philanthropic work can find real contentment by attaching themselves to some good cause and putting time and thought into it. A time-schedule for work, play, study, rest, and service to others is essential.

A note of warning is sounded by Raymond P. Kaighn, in *How to Retire and Like It**: "Reminiscing, worrying about your health, and criticizing youth are three sure indications of approaching senility. Keep out of that pitfall by building up some friendships among younger people. You will never be without friends, even if you live to be a hundred and all the old ones have long since passed on to glory."

*Published by Association Press, $1.75.

RECREATION in the Day of KING CHARLES I


THE KINGS
MAIESTIES
DECLARATION to
His Subiects,
CONCERNING
lawfull Sports to
be vsed
barreth the common and meaner sort
of people from vsing such exercises as
may make their bodies more able for
Warre, when We or Our Successours
shall have occasion to vse them. And
in place thereof sets vp filthy tiplings
and drunkennesse, & breeds a number
of idle and discontented speeches in
their Alehouses. For when shall the
common people have leaue to exercise,
if not vpon the Sundayes & holydaies,
seeing they must apply their Labour, &
gain their liuing in all working dayes?
Our expresse pleasure therefore is,
that the Lawes of Our Kingdome, &
Canons of Our Church be duely ob-
serued

Some precious humor is contained in a publication from the reign of Charles I, in which recreation after church is ordered because its "prohibition barreth the common and meaner sort of people from using such exercises as may make their bodies more able for war." Therefore, archery and May Pole and Morris Dances are to be permitted but "not bowling for the meaner sort of people." Evidently bowling was for the upper classes and not good military training for the masses. It is noted "no sort of offensive weapons be carried in the times of recreation after church." Did the Bishop insert this clause so as to make it safer for a dull rector to preach a long and irritating sermon? This precaution was also taken to "prohibit said recreation to those not present in the church before their going to said recreation." History tells us that Charles I who issued this Declaration Concerning Lawful Sports lost his throne and his head at the same moment. Was this because he prohibited Sunday recreation to those absent from church?—Or did the Bowlers League gang up against him because he forbade bowling to "the meaner sorts"? Anyhow we can see that recreation supervisors sometimes lost their heads in 1633 as well as in 1954.—*Otto T. Mallery*, Chairman, National Recreation Association Board.

Personalities I Have Met

William G. Vinal

RICHARD SCHIRRMANN

Richard was born amidst medievalism—his father was a tall, stocky Prussian; his mother, austere and religious, believed that "God always takes care of Richard." On Saturday nights the family played music, sang, and danced. The tow-headed boy was reared under the strange blend of naturalness and awe. There were also two worlds in the village—one, that of the countryside owned by a rich baron; the other, that of his father who was a teacher of commoners and a free man, a thinker, very much aroused by the feudal system.

Richard had to get up at three in the morning to feed the pigs, milk the cows, and work in the fields. He rode a high bicycle with solid tires a hundred and fifty kilometers to school. He used staves from an old rainbarrel to make skis. Whatever he learned he shared with his village playmates.

In 1901 Richard was a member of the *Wandervogel* (Birds of Passage), and he became a teacher. As an outgrowth of the "wandering" movement, he conceived the idea of a "folk school hostel." In his schoolhouse in Altena, Westphalia, Germany, he placed straw on the floor of the eight classrooms so the "wandering" children of the common people might have a place to sleep during vacation time.

By 1910 there were three hostels. During the period of 1914-1918 a number of cities collected five pfennigs per capita for the use of youth hostels. Wilhelm Munker, a manufacturer, made it possible to start a hostel in a castle. He and Richard were kindred souls who appreciated nature; both are now eighty years old. Munker and the philosopher Schirrmann faced the mailed fist of the Nazis (1933-1945); only Hitler Youth in uniforms were then allowed to use the hostels. Richard was nearly blinded by gas thrown in his face by young Nazis; his home was surrounded by barbed wire. He was a marked man.

By 1939, for security reasons, Richard ceased to have anything to do with hosteling. He took a position in the small, remote village of Gravenweisbach, where he taught geography, nature, and sports for six years. It was not long before he had a swimming pool outside of town. He took the youngsters on walks, taught them swimming, skiing, singing, and folk dancing. By winning the children he soon won the parents. Today a public forest is being set aside in his honor.

I first met Richard in 1935 at the National Recreation Congress in Chicago; and certainly then I hadn't any notion of the future war, nor did I surmise that the next time I spent with Richard would be in his home in Gravenweisbach. In 1947 I was sent to Europe by the American Youth Hostels Association to study hostels in seven war-torn countries. Richard and I were traveling third class in a railway coach from Frankfort to Berlin. It was then that I learned his biography.

About half of the 1,700 prewar hostels are in the Russian zone as *Freier Deutscher Jugend*, a Russian successor of Hitler Youth. Individuals who join are given extra rations of food, stockings and shoes. In Western Germany the hostel organization is a small working unit which simulates the UNO. I have shared, with Belgians, English, Dutch, French, Scots and Swiss, potluck suppers where they lustily sang each other's songs. They crave to travel together and, above all, seek leadership with democratic principles.

I saw American leaders returning to help German hostelers rebuild the very buildings they once destroyed. In Washington there is a monument "Erected by the Congress of the United States to Frederick William Baron Von Steuben in Grateful Recognition of his Services to the American People in their Struggle for Liberty." Today the German people, in fact the people of the whole western world, are looking to America in their struggle for liberty.

Space is running out. There are other great personalities I wanted to write about. They can wait. I cannot help thinking how Joseph Lee would have enjoyed each one that I have presented. Howard Braucher's philosophy would approve. In fact the thinking of the whole staff of the National Recreation Association as I knew it would gravitate toward these "free" but talented men. Each demonstrated that ideals can be promoted by any nationality. Each was a genius on obscurity. Each was a true recreationist, dedicated to the ideals of respect for people and human rights, whose leadership was original and did not come from a book. Each one first had faith in life, with the center of his religious life resting in nature and the common man.

They were humble men who had rubbed elbows with life—each after his own manner. Each had truth and courage in good measure. I am grateful for having known them. I am grateful that I can share my memories of them. Dickens said, "Life is given us on the understanding that we defend it to the last." This is a time in history when great personalities are needed to go forth with honest courage.

Cap'n Bill Vinal, *Professor Emeritus of the University of Massachusetts, is the well-known author of books and articles on nature topics and the out-of-doors. His personality sketches of Father Link and Stanton H. King, appeared in the May 1953 and October 1953 issues of* Recreation, *respectively.*

Recreation Goes Underwater

Al Tillman

Diving instructor for the Los Angeles County Lifeguards gives final brief to graduating students entering the surf.

A new recreation frontier has been exposed recently. A fast-growing water sport called "skin diving" has been nursed along for some twenty-five years by a few rugged beach athletes, and the thrill and excitement has been little recognized by the general public.

Within the last year or so, and without one *single* responsible factor, a magical and startling growth of interest has taken place. Newspapers, magazines, motion pictures, and television have directed public attention to the world's fastest growing sport. A reported one million skin divers in the United States are eagerly accepting this recognition.

Why the sudden boom? Some people single out World War II, with the advent of the underwater army of frogmen, as stimulating the rise of interest. These underwater demolition teams put into use brand new equipment which has made skin diving a comfortable activity for participants other than the super athlete. The depression years put a lot of divers into the sport in search of seafood, and even today a taste for abalone and lobster creates much of the interest.

Shell collectors have found a new paradise by entering the water in pursuit of their hobby. No longer must they scour the near-barren shorelines for scuffed, bleached shells, but are able to take living, unblemished specimens from the ocean bottom.

Historians and archaeologists have predicted a fantastic new gateway to knowledge of ancient history by seeking relics of past civilizations beneath the sea. A Greek merchant ship discovered recently (by French divers using breathing devices) contained large vases of wine which had been sealed in approximately the year 200 B.C.

Diving specialists of the Los Angeles County Department of Parks and Recreation uncovered a sixty-five pound Indian grinding bowl in the sea near one of the newly discovered Indian burial grounds. Skin divers are also aides to small craft in recovering fouled lines, anchors, and outboard motors; and many amateur sailors have become underwater devotees because of such possibilities.

Spearfishing and catching lobsters in their own element offer a sport as competitive as any ever conceived above the surface, since the diver's opponent has the advantage of natural abilities and environment. All of these things have contributed in part to the seething growth of underwater recreation.

However, the really vital factor cannot be described. When a man sinks beneath the waves and into what appears a dark, forbidding mass of water, a strange, breathtaking thrill surges through him. Sunlight sharply highlights a multitude of strange objects and colors, and an unbelievable world hidden from ordinary man arouses the thirst for adventure and discovery.

The ocean is everchanging and like the "jungle where no human has ever set foot," it presents the ultimate for the man seeking excitement. Science fiction can well recognize a worthy competitor.

The Los Angeles County Department of Parks and Recreation, in recognizing the recreational needs of all the people of Los Angeles County, moved quickly into the skin-diving picture in 1950. Playground directors and lifeguards helped in the formation of many skin-diving clubs in which the sport was promoted and safety was continuously stressed. Activity was limited to a few club meetings until department superintendent B. P. Gruendyke and executive assistant Norman Johnson assigned aquatics director "Rusty" Williams, sports director Charles Bolinger, and myself to the task of setting up a skin-diving program.

The Council of Diving Clubs and the International Underwater Spearfishing Association are two fine organizations promoting this sport. We have joined the efforts of these groups and have put into effect a public agency-sponsored program which will give skin diving a permanent niche in the recreation activities of the county.

County lifeguard Bev Morgan assumed the actual management of the proposed program in January, 1954; and one of the first free skin-diving classes ever sponsored by a public agency was initiated in three county swimming pools in June 1954.

The classes are based upon the hard work of many people and the best available information. Months of research and personal contacts have yielded an underwater safety manual that is the most thorough and comprehensive pub-

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MR. AL TILLMAN *took a ten weeks' course in skin diving at the Scripps Institute of Oceanography at La Jolla, California. He is, at present, recreation director, Department of Parks and Recreation, County of Los Angeles.*

lication issued to date for the general public. The classes use the material presented in this manual. The department of parks and recreation is now cooperating with other offices of the Los Angeles County government, looking toward a more stringent law covering the sale of skin-diving equipment in the interests of public safety.

Each of the three pools has a similar program of classes: beginners' skin diving; advanced skin diving; and self-contained underwater breathing apparatus training. The classes are followed by an inspiration hour during which movies, guest experts, and commercial equipment demonstrations are presented.

The beginners learn how to swim underwater, submerge, use swim fins, and face pieces, equalize pressure, water safety, water first aid, and to recognize marine life. The advanced students review the beginners' program, learn how to use an exposure or rubber suit and a surface breathing device called the snorkle, study ocean conditions, special diving problems, and techniques.

The self-contained underwater breathing apparatus class concerns the operating technique, maintenance and hazards in using a breathing unit. These classes, each an hour in length, are conducted over a six-week period. Entrance requirements are: fundamental swim tests; good physical condition; and for minors, parents' consent.

The final class consists of a test which qualifies the individual to participate in an ocean graduation ceremony. The first such graduation has been held and more than one hundred and fifty participants received their certificates of completion. The location was a choice county diving beach at Torrance, and extremely clear water provided an additional stimulus. Lobsters, fish of all species, and a variety of shells gleamed enticingly from the mysterious ocean floor. The big problem was that of keeping each group of graduates corralled in a single area, as the desire to exercise newly developed skills and explore was pulling them in many directions.

Future graduations will be embellished with club diving contests (the clubs are formed from the graduates of the program), treasure hunts, waterproof certificates issued underwater, and an opportunity for guests of the graduates to view the activities through look boxes from small boats.

Some very vital fields of recreation have received a boost from our skin-diving program. Several family groups completed the course together and will enjoy joint recreation activity for years to come in which *each member of the family can participate.* This is family recreation in the finest sense, providing outdoor exercise, new friends, and new conversation for the family dinner table.

Are the teen-agers in your neighborhood looking for excitement? This group makes up a large proportion of our skin-diving classes and they have found thrills unlimited in diving into the depths of an unexplored world. Many of these boys and girls are finding interests through diving which will lead them into professions and occupations later. The world is looking with greater frequency to the sea to supply new raw materials and water if we are to meet the demands of rapidly increasing population.

Skin-diving has become the most appealing new sports activity that this county has seen in a great many years. We are proud that our parks and recreation department, by providing a program of public safety and interest, has the opportunity to lead the way as recreation goes underwater.

You might be interested to know that underwater activities was the topic for the main work group at the recent Conference for National Cooperation in Aquatics held in New Haven. The experts present differentiated between skin diving, which includes activities in which the participant has contact with the surface or remains under water for brief periods only, and activities involving the use of self-contained underwater breathing apparatus, known as "Scuba." The latter type of activity involves the use of tanks with air under pressure permitting the participants to stay under water for long periods and at great depths, and therefore requires more adequate supervision than skin diving.—George D. Butler, Director, NRA Research Department.

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BRANCH PLANT AT NAHMA, MICHIGAN

Police Sponsored Recreation

ADVANTAGES AND DISADVANTAGES

Joseph E. Curtis

An interesting analysis by an author who has a background of experience on both sides of this question.

THE FACT that wholesome recreation, properly planned and administered, can aid in deterring juvenile crime and waywardness has become fairly well established, although recreation is no cure-all for this complex problem involving so many factors in our modern society. Nevertheless, experience has shown that, generally, young people are less inclined toward delinquent behavior when they are participating in recreation activities than when they are left to pass their leisure time aimlessly. Since the function of the police department in American society is as much to prevent crime as to apprehend criminals, it appears that police are completely justified in utilizing the recreation method in crime prevention, particularly among young people.

The question, then, is not whether or not police should use this method, but rather *how* it should be done. Should police departments establish and operate their own separate recreation programs and facilities, or should they depend entirely upon the programs and facilities of existing private and public recreation agencies? The following analysis of police-sponsored recreation should aid in resolving this question.

The use of the recreation method by individual police officers in their work with youth is not new. Examples of it have occurred since the formation of the first organized law-enforcement agencies. The night watchman or constable of colonial times who attempted to straighten out a wayward boy by introducing him to the town athlete was using it. Likewise, the modern policewoman who induces a confused teen-age girl to join a local girls' club rather than loiter on street corners is utilizing, to an extent, the recreation method in crime and delinquency prevention.

In recent years, however, the value of the recreation method has become widely recognized by police and social work agencies, and its utilization is rarely left to chance or the individual police officer's imagination. This is particularly true in large cities. Hundreds of police departments in this country and abroad use recreation on a carefully planned and organized basis. Their devices range over a wide field, from the forming of a single athletic team or club by an individual policeman in a small-community to such large-scale operations as the Boys Clubs of Baltimore, the Junior Police of Los Angeles and the Police Athletic League of New York City.

The author, in patrolman's uniform, sinks basketball shot at official opening of New York City's play streets in 1950. PAL operates seventy-five of these nine weeks each year.

In most instances, the size of the community or municipality has governed the size or extent of the police-sponsored recreation program. In some small communities the police have simply entered a team or two in a local private sports program, while in certain large cities the police-sponsored recreation unit operates a full-scale athletic program of leagues, schedules, and championship tournaments for large numbers of teams organized by itself. Likewise, in most small communities the police have utilized local public or private recreation facilities, while some larger cities have established separate recreation centers, fields, playgrounds and other facilities.

Sports is the most frequent program activity utilized, but some of the larger police-recreation programs include dramatics, dancing, arts and crafts, music and even outdoor camping at some distant campsite. Boys' activities tend to be emphasized far beyond those for girls, in most cases. A notable exception to this is the track and field program operated by the New York City Police Athletic League. This city-wide program has reached many thousands of youngsters, and the participation of girls in terms of numbers and achievement has rivaled that of boys.

JOSEPH E. CURTIS *is now director of recreation, Oceanside, New York, and is a member of the National Recreation Association's National Advisory Committee on the Recruitment, Training and Placement of Recreation Personnel.*

The success to date of these varied devices and techniques of police-sponsored recreation would be difficult to appraise. The reason is that police recreation, as a field, is still too heterogeneous in aims, techniques, and scope for an objective appraisal of it in its entirety. In some cities operating such programs, a high participation figure might be interpreted as success. However, if closer inspection indicated that the majority of participants were not those in whom the police should be interested, or if large numbers of those youngsters situated in subnormal environments were being missed or ignored, then the success would be dubious. Similarly, the acquisition of additional sports and recreation facilities, increased staffs and budgets, better publicity and public relations should not in themselves be construed as evidences of successful operation. Police-sponsored recreation is based on the premise that it will help to prevent crime by working with youth. Only accurate long-range studies of large numbers of cases and situations in which recreation is used by police as a crime-prevention device will establish with some certitude the success or failure of the police-sponsored recreation program.

These men come in contact with a large number of groups, especially in crowded, underprivileged sections of big cities. Hero-worship of the uniformed policeman still exists.

Frequently, at professional recreation conferences and meetings, a public or private recreation executive or worker may be heard speaking in much this way: "Why don't those cops stick to their police work and leave recreation work to recreation people?" or "Things were fine in our town until the police chief decided to start a P.A.L. Then he moved in, took over the best facilities, and started competing with everyone else."

At the same meetings, however, there are just as many reports of wise use of the recreation method by a police officer or department, or of excellent cooperation between police and local recreation authorities on a joint recreation project. In a small New Jersey town, for example, the one-man Police Athletic League staff of the local police department is doing an outstanding job. Instead of competing with local recreation authorities, this police officer works with them. He uses their facilities and programs, feeding his troublesome gangs or individuals into the public recreation activities. In reciprocation, he provides police cooperation to the public and private agencies by expediting the procurement of parade permits, permits for use of fire hydrants and for other recreation projects. He helps with the coaching of teams, officiating at games, and assists the recreation workers in a number of other ways. Cooperation is the key to the smooth-working system in this town.

A consideration of some advantages and disadvantages involved when the community police sponsor and operate recreation programs should be helpful:

Advantages

1. The traditional hero-worship in boys and girls for the uniformed policeman still exists. The "cop" who can box, hit a homer in softball, sink a long shot in basketball, or run a fast mile is twice the hero he would be in civilian clothes. This may serve as a bridge between youth and the law.

2. Police are extremely close to the grass roots of communities everywhere. They come into daily contact with the infinite number of groups, organizations, nationalities, and individuals which make up communities. This is particularly true in crowded, underprivileged sections of large cities. These contacts can be invaluable in organizing an indigenous recreation program for youth in such areas.

3. Much of the policeman's daily work is with youth. Whether he is checking on cases of truancy, youthful drinking, ball games in streets, teen-age "hot-rodding," or simply returning a lost or runaway child, the policeman is developing an awareness and firsthand understanding of the psychological problems and recreation needs of children and youth.

4. Frequently, the authority connected with the policeman's position may be needed to open up a tight situation. For example, he may pressure a street-corner gang into visiting a local agency so that members may at least be introduced to the many recreation activities and facilities available to them. Some persons may question the value of this authoritarian approach to the promotion of recreation interests. These critics must realize, however, that the finest program and facilities are of no avail if youths in delinquency-infected areas do not choose to enter the building or program for so much as a look. Percentage-wise, if this method encourages no more than one in ten to enter the program and return regularly, then its use has been more than justified. Note that this point refers chiefly to police and recreation in highly delinquent areas.

You, the reader, are invited to write your ideas on this subject to RECREATION Magazine, 8 West Eighth Street, New York 11, New York, so that such ideas may be exchanged with other readers via our Letters page. If you wish to remain anonymous, please so state and we will use only your initials.—Ed.

5. The age and background of today's policemen represent factors not to be overlooked. Today's policemen are, generally, a younger body of men than the police forces of twenty-five years ago. Among them are a high percentage of war veterans, athletes, and men who have attended some college. Their personalities, former occupations, war experiences, and widely varied backgrounds represent a bridge useful in reaching and working with wayward youngsters who might scorn the conventional community recreation approach.

Disadvantages

1. Prevention of crime and maintenance of the public peace constitute the prime *raison d'etre* of police departments. This does not include providing recreation programs and facilities for youth. Consequently, all the difficulties involved in attempting to carry out a strange additional duty are inherent in this situation.

2. Most police department budgets are trimmed to the minimum on even the most orthodox police equipment and activities. Rarely, if ever, is any sizable fund provided for police-sponsored recreation programs. Therefore, finances must be augmented by soliciting donations, through ticket sales, fund drives, and so on. Frequently, this places the uniformed policeman in the role of ticket or "ad" salesman or gift solicitor. Public reaction is generally good financially but poor psychologically. Policemen dislike this task even more than those solicited. In addition, it puts an exorbitant value on publicity for the program since it must be kept constantly before the public eye to assure continued contributions. It is a short step to the highly touted tournaments and champions, the endless pictures of politicians and celebrities donating cash or presenting trophies, and the consequent neglect of the raggle-taggle youths who are lost somewhere along the way.

3. Owing to their small operating budgets and the informal manner in which many police-sponsored recreation programs are established and operated, little regard has been shown for the professional training and background of the operating personnel. This is true particularly in the police-sponsored recreation activities of towns and small cities. In the larger cities greater concern has been evidenced regarding professional preparation. By and large, however, the general pattern in selecting staff is to choose young policemen, frequently former athletes, who have some college background, physical training in the armed forces, or youth work in camps or in boys' activities. Rarely are any professional requirements beyond these established or adhered to. There has been an increase of in-service training, but a great deal more of this is needed.

4. Police departments and their methods of operation have evolved slowly over the years and many of the old-time philosophies and techniques still linger on. Steeped in tradition as it is, the modern police department may still, on occasion, be guilty of an anachronistic philosophy or technique, and this can thwart the efforts of the police recreation program or unit. For example, a policeman doing an excellent job in youth work may be returned to pounding a beat in uniform upon relatively short notice for any number of reasons. This could discourage an ambitious youth-work officer from laying too extensive plans or programs in his temporary recreation assignment. He may further be discouraged by the attitude of his fellow policemen who frequently regard the officer doing youth or recreation work as having "pull" or being in a "soft" detail.

In a recreation center in Charlottesville, Virginia, boys intently watch masse shot. The "law" is not needed here.

5. The policeman is one of the starkest realists alive. His work makes him so. Consequently, he is often prone to question the values of social work techniques used in delinquency prevention and treatment. True, the esoteric aims and motives of some social case workers in handling juvenile delinquents have frequently justified this skepticism on the part of the uniformed officer who must cope daily with the problems on the street. Nevertheless, this has created a situation wherein little rapport exists between the working policeman and the social and recreation workers in his locale. Many police departments operate a juvenile or youth bureau, one of the functions of which is to maintain this liaison between police and public and private youth and recreation agencies. However, this arrangement has the drawback of placing a third party between the private social or recreation worker and the policeman on the street who is in closest contact with the actual situation.

There are additional advantages and disadvantages of police-sponsored recreation, but these preceding should give a good indication of the breadth of the problem.

General Recommendations

For those who may be planning to institute programs of police-sponsored recreation:

1. *Determine the need for recreation*—Study the specific problem, condition, or community closely from several angles. There should be ample reason to believe that a recreation program will help the situation or else the program is not worth considering. Sound professional recreation and social work advice should be solicited to aid in determining this need.

2. *Search for an existing agency to meet the need*—Whatever the condition or problem, it is quite possible that an organization or agency already exists locally which can meet this need for recreation. Is there a municipal recreation department? Comb the area for a club, settlement house, youth

agency, group work agency, church or school group, or any other existing unit which may be equipped to meet the need, or which may, in fact, already be attempting to meet the need. Upon finding such an agency, enlist its help in doing the job.

3. *Help the agency*—After enlisting the aid of the local agency to meet the need for recreation, throw all the help and support you can muster into assisting the agency to do the job. Work as closely as possible with agency personnel who are attempting to meet the particular need. For example, if a group of wayward boys has been entered in a local youth club's program by a policeman interested in their case, this policeman can assist the club staff by being present when possible at meetings involving the boys, by participating occasionally in sports events with them, by encouraging them to participate more and more in the recreation program, and by keeping the agency personnel posted on any new outside developments which might affect the boys' behavior. Occasionally, he may provide the authority needed to keep the boys in the program long enough for it to have some perceptible effect. His continued interest in these cases can have a very definite effect upon the results of the agency's work with them.

4. *Establish police-sponsored programs*—When the search fails to disclose a local agency capable of meeting the determined recreation need, a police-sponsored recreation program should be established to do the job. This may mean anything from the formation of an individual athletic team, league or boxing club, to building and staffing police-sponsored playgrounds and youth centers.

If, however, at a later date, a private agency is located or a new agency is instituted which can adequately meet the need for which the police-sponsored recreation unit was established, then the police should withdraw from the operating field and lend all support to the agency assuming the task. This is consistent with the policy that police-sponsored recreation is established and operated only where there is no other public or private agency capable of meeting the specific recreation need concerned.

For Units in Operation

Additional suggestions for police-sponsored recreation units already in operation:

1. Confine your activities to definite trouble spots or areas. Concentrate on these. To provide broad, city-wide programs of community recreation for all children is, after all, not within the scope of the average police department. This is the job of the public and private recreation agencies established specifically for this purpose.

2. Keep overhead and operating procedures to a minimum. Avoid duplicating the work of other recreation agencies or competing with them.

3. Obtain professionally qualified personnel, whether they be policemen or civilian employees. Beware of entrusting this recreation program to "just anyone."

4. Cooperate closely with other recreation and youth-work agencies. Wherever possible, transfer participants and projects into these outside agencies, thus leaving the maximum of your personnel and facilities for work in the critical problem areas.

5. Avoid over-stressing publicity on your program or twisting your activities into mere publicity material. This tendency can become chronic with agencies totally dependent upon fund-raising for finance and it can seriously hamper the effectiveness of your program. Over-emphasis on the membership theme and boasting of tremendous participation figures should also be avoided.

6. Be professional. Subscribe to all accredited publications and information sources in the field. Maintain regular contact with the National Recreation Association and be represented at all professional recreation conferences within geographic reach of your location. Make use of the wealth of useful information available and provide other recreation agencies with up-to-date accounts of what you are doing in the field.

As a means toward crime prevention among youth, the recreation method can be a useful device in the hands of a soundly organized and operated police-recreation unit. Competition with, or overlapping of, public and private recreation agencies by the police-sponsored unit is wasteful and unjustifiable. Cooperation with other agencies by the police-sponsored unit is the key to its ultimate success in meeting recreation needs and thus helping to prevent crime.

Abe

Robert Kresge
Superintendent of Recreation
Charleston, West Virginia

"Honest Abe" the story goes,
Spent his youth in homespun clothes,
Steeled his muscles splitting rails,
Wrestled some, grew hard as nails;
Kentuck' first, then Illinois
Knew this gangly, homely boy.

Read a lot by firelight,
Just of course when it was night,
As a lawyer of a sort,
Went before the Springfield court,
Not too bad at law, it seems,
With his stories—and his dreams.

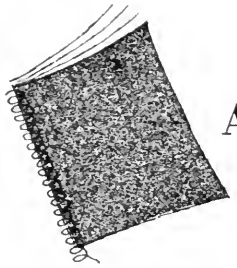
Liked his politics, by gum,
Ran for Congress, yes, and won,
Did all right but didn't shine,
Abe just seemed to bide his time,
Just awaitin' for the day
When he'd really have his say.

Came that day, then Abe spoke out,
What he said was most about
Slaves not being property
But humans just like you and me;
Thanks to Douglas and debates
Abe's name spread throughout the states.

Soon thereafter most folk meant
Abe to be their president,
So in eighteen sixty-one
Back he went to Washington
Where it 'peared that he was due
To see this country split in two.

"Honest Abe" this time succeeded,
Guess he had what we most needed,
The gumption and the strength to fight,
A firm belief that he was right:
Took a while, this operation,
Takes a while to save a nation.

It's kind of hard to understand.
Abe was such a tender man,
And some around him used to sneer
The White House needed more veneer;
By gosh, I'm glad, for all our sakes.
That Abe was *there*, with what it takes!



A REPORTER'S NOTEBOOK

International News

● The Charles and Fannie Weissman Playground and Youth Center is the first recreation facility of this type in Beer Sheba, Israel. The center, donated by Mr. and Mrs. Weissman of Wilkes-Barre, Pennsylvania, will serve the youth of Beer Sheba as an athletic, cultural, and social center. The very modern and attractive facilities include a children's playground with swings, seesaws, climbing towers, wading pool, merry-go-round, and so on; outdoor basketball, volleyball and handball courts; youth center with a library and a handcraft building, and an assembly hall with vocational guidance rooms, work rooms, and completely equipped "Cinema Room" with projector and films. Two thousand children from fourteen different lands—many of them orphans—celebrated the laying of the cornerstone for their center with a new feeling of hope for the future.

● Iran has just organized a National Recreation Association under the Minister of Court, His Excellency Hussein Alla.

● Dolls from countries all over the world are being shown in Delhi at an international exhibition organized by the Children's Art Exhibition Committee of the Indian periodical *Shankar's Weekly*. The committee, headed by Dr. S. Radhakrishman, is holding the exhibition "as a simple and effective way of making children aware of the culture and traditions of different countries."

Dressed in the national costumes of their countries of origin, the dolls will be exhibited in many parts of India before being finally housed in the capital as a permanent exhibit. (UNESCO)

Conservation Notes

● With the observation that "people are prone to criticize their legislators, but too seldom give them honor for the good they do," the National Parks Association recently presented an award for distinguished service to Representative John P. Saylor of Pennsylvania, an ardent fighter for conservation of the country's resources. Representative Saylor has been particularly active in the fight to prevent invasion of Dinosaur National Monument by the proposed Echo Park Dam, a part of the Upper Colorado River Storage Project.

● Two other representatives, Leon H. Gavin of Pennsylvania and Lee Metcalf of Montana, were also honored for similar efforts when they received bronze plaques in the name of five national conservation organizations: The Izaak Walton League, National Parks Association, National Wildlife Federation, Wilderness Society, and Wildlife Management Institute.

NO BETTER WORDS TO DESCRIBE "BROTHERHOOD"

Brotherhood Week

Nationwide observance of Brotherhood Week, sponsored by the National Conference of Christians and Jews, will be held February 20-27. The 1955 theme is "One Nation Under God."

Special events in more than ten thousand communities throughout the United States will mark the occasion. Educational institutions, religious and civic organizations will participate. Brotherhood week goals are: (1) Rededication to the ideals of respect for people and human rights. (2) Demonstration of practical ways in which Americans can promote these ideals. (3) Enlistment of more people in year-round activities to promote brotherhood.

New Siren Warning

Reckless drivers who speed through recreation areas, school zones, and congested sections can be curbed through a new electronic siren warning, according to the American Public Works Association. Installations can be made at the start of low-speed zones so speeding cars and trucks will set off a brief siren warning letting pedestrians know a vehicle is approaching at excessive speed. It also alerts drivers and traffic officers to the fact that the speed limit has been exceeded.

Leadership for Many

When Mildred Scanlon of the National Recreation Association leadership training staff visited Oklahoma City, 466 recreation leaders from sixty-one youth agencies, churches, hospitals and schools attended her training courses. Included in the group were sixty-nine junior leaders and twenty-five kindergarten teachers. Seven churches and three hospitals were represented at the training course as well as youth centers, YWCA, Boy and Girl Scouts, Camp Fire Girls, Salvation Army and the Junior League. In addition to representatives from four colleges and universities and the State Department of Education, twenty-two elementary and high schools were represented. Sponsor of the training course was Alvin R. Eggeling, director of recreation in Oklahoma City.

Ice and Snow Activities

● Jersey City, New Jersey, anticipated cold weather by opening a new municipal ice skating rink in Roosevelt Stadium. The rink, eighty-five by one hundred ninety feet, will have one-and-a-half inches of ice at all times and was built by the Department of Parks and Public Property, of which Harold Login is recreation superintendent.

● New York State also prepared for snowfall, with fifty ski centers in operation. Nineteen of the state's centers

will be in daily operation with others open only weekends and holidays. The state has also opened a ski information center to provide daily bulletins on snow conditions.

• In Los Angeles, the first annual adult ski school was offered by the recreation and park department. The five-week school was conducted at a total of seventeen city play centers, with certified members of the Far West Ski Instructors Association as "professors."

Cooperative Publicity

The recreation and parks department in Fayetteville, North Carolina, frequently acts as a coordinating agency for the community's civic clubs. Recently it interested the council of civic clubs in buying four large signs on the main highways, north and south of the city, to publicize the community and the clubs. The department also works with the chamber of commerce in arranging tours through Fayetteville and nearby Fort Bragg for visitors and tourists.

Medieval Sport Lives On

West Virginia reports a persisting interest in medieval jousting. Many jousts are held throughout the state yearly, topped by the Mountain State Forest Festival. In Greenbrier County the sport is by no means restricted to men. Recently the ladies have taken to the saddle and the young ones are trying to spear the rings from their bicycles. In fact the sport is so much an established part of county life that proceeds from the county jousting tournament are used to help support the county youth camp. Sir Walter Scott's works found wide acceptance among the southern states and it is from the pages of such novels as *Ivanhoe* and others that modern riders of the rings molded their tournament rules and evolved names such as Sir Knight of Seneca Trail.

In Memoriam

James Young Cameron, Jr., director of the Erie County Youth Program, Buffalo, New York, died on December 14 at the age of fifty-three. Mr. Young had been in recreation work all his life. Following in the footsteps of his father, who was a YMCA physical education director, he started his career at the age of seventeen with the Buffalo Central YMCA as an assistant physical director. During World War II he was sports coordinator for the Buffalo division of the Curtiss-Wright Corporation, operating a sports program for three work shifts. He joined the Erie County Youth Bureau in 1946 and continued with that agency until his death.

News of Affiliated Societies

Two more state societies have joined the many who are now "affiliated for service" with the National Recreation Association. The recent additions are the California Recreation Society and the Georgia Recreation Society. Other affiliated societies were listed in the January issue of RECREATION.

• Last fall the Alabama Recreation Society, the Alabama League of Municipalities and the NRA jointly sponsored three highly successful regional conferences for municipal officials, recreation board members, school and civic leaders. The meetings pointed out the importance of establishing sound community recreation programs to include legislation, financing, personnel, program, and public relations.

• On January 1, the program of the Board of Recreation Personnel of the California Recreation Society for the voluntary registration of recreation leaders went into effect. The basic purposes of the plan are to establish minimum standards for leaders in the field, to clearly identify leaders engaged in organized recreation as a career, and to afford certification as to the qualifications by training and experience of those employed in recreation leadership in the state. Any full-time professional leader in public or private recreation in the state is eligible for registration provided he meets the standards established by the Board of Recreation Personnel.

• A state-wide recreation speakers' bureau has been organized by the New York State Public Recreation Society to assist the many state organizations that wish to learn more about the possibilities of assisting their respective communities in the organization of recreation programs. The bureau consists of recreation executives from all parts of the state who are well qualified to speak on topics relating to recreation. If you wish further information on this new organization, write to Yale J. Newman, Superintendent of Recreation, City Hall, Long Beach, New York.

• The Oregon Recreation and Park Association was formed at a meeting in Portland, in November, with thirty-five charter members. A constitution was adopted and the following officers were elected: president, Bob Bonney, Klamath Falls; vice-president, Harry Buckley, Portland; secretary, George Chambers, Albany; treasurer, Wayne Hamilton, Bend. It was decided by those present that all engaged in the recreation field in Oregon would be eligible for membership. The annual meeting will be held each year at the League of Oregon Cities Convention, with one other meeting to be scheduled during the Annual Northwest Recreation Association Conference.

• Some of the 1955 goals of the Tennessee Recreation Society, according to the president, Francis Bishop of Chattanooga, will be to double the membership; to study and work toward attracting industrial, hospital and volunteer or youth serving agencies as special affiliated sections of the Tennessee Recreation Society; and to promote, in cooperation with the Tennessee Division of State Parks and other interested agencies, special regional work-shops on recreation.

• In a message to the Wisconsin Recreation Association, Thomas B. Greenwill of Wauwatosa, president, listed as three of the projects that should be considered by the association during 1955: more effort to get proper certification; a survey made of types of recreation positions in the state, and plans to set up requirements for such positions; and readiness on the part of members to help out on bills before the legislature in 1955 that affect recreation.

Senior Citizens in Recreation

Things Being Done By Them

Domenick Santa Barbara, oldest player in Over-60 Symphony of Sirovitch Day Center, New York, is over 80, used to arrange music for Metropolitan Opera.

• Recreation for senior citizens—under many names—continues to develop in communities across the nation. Minnesota has created a twenty-five member legislative interim commission to study the problems of the aging on a wide front, including recreation. The Hennepin County Welfare Board, in Minnesota, in 1950 appointed a group worker to help organize a community program for senior citizens. Under the impetus of this worker—Jerome Kaplan—interest, activities and numbers of participants have sprouted amazingly. Summer camping, programs in nursing homes and boarding homes, and visits to individuals confined to their homes have brought joyous activity to thousands. The Merry Makers, the Best Agers, and the Live Embers live up to their names. Eventually Mr. Kaplan hopes to have enough volunteers to bring recreation to everyone of the five hundred recipients of old-age assistance. One club at a library has a film or lecture each month, with reading lists on the subject supplied by the library—and used. Many of the senior citizens belong to Minneapolis Public Library clubs open to all ages, such as the astronomy club, bird club, mineral and gem club, botanical society.

Seattle, Washington, is probably typical of many cities as a recent survey shows, in that the organization and administration of the clubs vary widely. Some required dues and hired a director; many were supported by a church; some depended entirely upon contributions from outsiders or patronesses even for the inevitable and beloved cake and coffee.

Under the co-sponsorship of the Council of Social Agencies and the Columbus *Citizen,* Columbus, Ohio, staged a thrilling hobby show, with an eighty-eight-year-old king and a ninety-year-old queen. Features were demonstrations of talking books, a drill by the Grandmothers' Club, a presentation of *The Room Upstairs* (an American Theatre Wing play illustrating how two generations can live together) and a group discussion of "This I Believe." Said a seventy-five-year-old resident of a home, "When I think I do not amount to much, I say to myself, 'God made only one of me, so He must have some special work that only I can do for Him. So I'll do my best every day'."

Miss Margaret E. Mulac, out of wide experience in gerontology, regards recreation as of the utmost value in meeting the problems of the aged. She has had excellent success in promoting activities in nine areas: social, physical, linguistic, constructive, civic, dramatic, music, rhythmic, and nature. Miss Mulac warns against overuse of television and radio as likely to crowd out more rewarding activities such as handwork, reading, studying, parties with friends, making music, and dancing.

In the very thoughtful and comprehensive discussion of recreation for the aging, held at the University of North Carolina,* the following suggestions for activities were given: letter writing group to write to shut-ins and people in foreign lands; office work such as stamping, stapling, packaging; making and mending costumes and doll clothes; toy renovation. Other projects included the sending of greeting cards and a brand-new dollar to each member on his birthday; a half-hour of music, singing, records, individual performance; reading aloud; a book cart, with supplies also for simple craft projects; exhibit of handwork; costume party; tin-can party (each one brings a tin can and opens it for refreshments); short trips; a ride to the market, or a visit to a museum; and growing things.

A very active club in Roanoke, Virginia, The Oldsters, has given teas for handicapped people, even some on stretchers, who were brought to the party by volunteer car drivers. Wheelchair members of the club helped by doing telephoning. At a Thanksgiving banquet in 1954, awards were made to the oldster who had attended most meetings, to the octogenarians, and to the

* Proceedings published as Bulletin No. 8 by the North Carolina Recreation Commission.

outstanding oldster of the year. This last award went to Mrs. O. A. Palmer, chairman of the Friendship Committee. Mrs. Palmer organized a group to make new Christmas cards out of old ones. These were sent to shut-ins and hospital patients. She also collected enough roses from her friends so that one rose could be pinned on each oldster attending a shut-in party.

In Toronto, the Second-Mile Club maintains a non-residential twelve-room clubhouse, open for twelve hours a day, six days a week, with an average daily attendance of seventy-five. The clubhouse was purchased by the city and leased to the club at a nominal rental for twenty-one years. All the traditional clubhouse facilities are provided, plus a laundry, electric iron and sewing machine and a stock of used clothing. Food for making snacks is sold at cost. A similar club, the L Club (for fifty), is operated in a church in New York two days a week, this one for women only.

Writing in a pamphlet entitled *You Will Like Working with the Golden Age*, James H. Woods, director of the Cleveland Welfare Federation Recreation Project for Older People, urges leaders to refrain from certain types of leadership: the mother hen type, the autocrat, the bleeding heart, the hit-and-run type.

In connection with the New Cedar Apartments Neighborhood in Cleveland a new center for older people is planned, eventually to accommodate eight hundred to one thousand people. There are now two centers in the county with fifteen hundred members. Clubs, classes, counseling, hot lunches—all the provisions for the care which experienced workers regard as important—will be included.

In Chicago and other cities, writes Philip Seman, chairman emeritus of the Chicago Recreation Commission, an organization known as the Old Guard offers retired business and professional men a chance to retain old friendships and build new ones, to preserve mental alertness and to maintain a lively interest in community, national, and world affairs. A similar organization in England is known as St. George's Park Old Boys, because the group grew out of informal contacts in the park.

The Pleasant Hours Club of Dearborn, Michigan, has been especially fortunate in having a number of old settlers who delight the younger members with tales of Indians and pioneers. Much help has been given this club by the Women's Club of Dearborn and the Soroptomists. Miss Wilma Clizbe, of the recreation division writes, "We have never started a new activity which has had a greater appeal to the general public than this program."

Cooperative effort of the Council of Social Agencies, the department of recreation, and the University of Michigan Extension Service has resulted in outstanding developments in Grand Rapids. Museums and libraries offer programs suitable to the interests of older people, such as special exhibits, hobby classes, and great books courses. A committee of students has recently greatly broadened and vitalized the work.

Rochester, New York, has a seventeen-room clubhouse given to the city by Mrs. Henry G. Danforth. This is the only club under municipal support. Nine others are conducted by churches and societies. Writes Harry Goodno, director of the Danforth Center: "Twelve of our men and women are serving our city and county as airplane spotters at night, to give the daytime spotters a chance for more rest." The club has entertained over six hundred Golden Agers from Buffalo, Cortland, Syracuse, Ithaca, Lockport, Jamestown, and Niagara Falls at Rochester's famous Lilac Festival.

In Paterson, New Jersey, a local paper prints a weekly column, addressed to senior citizens, containing accounts of successful activities or suggestions for programs.

Many industrial organizations, notably the Ford Motor Company, Standard Oil, and the John B. Stetson Company of Philadelphia are assuming responsibility for training employees for retirement. After an interview, workers who will be retired in the next three years are advised about hobbies and other plans for retirement. The recreation division has organized to help in the selection of hobbies and to give training. *(For photographs of older peoples' activities see pages 72-73.—Ed.)*

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The Country's Olsters Manag

In recreation groups they are helped to make new friends, learn new skills, undertake service projects, become contributing members of their communities; and, in many instances, they do their own planning.

Club members, ages 86 and 87 respectively, of Arlington, Massachusetts, in a nostalgic moment at the piano. Music is popular in all clubs, uncovers and develops hidden talents.

Nice try! At friendly ball game between men ar women of Golden Age Society, Jamestown, New Yor Alice Waters swings, Claude Sundberg catches. Se "Can Older People Enjoy Sports?" February 195

Below: First prize winning portrait exhibited by A. Edwin Stevenson (right of portrait) at Columbus, Ohio, golden-ager hobby show. Exhibitors are given recognition and an opportunity for financial return.

Above left: At club meeting in Greenville, Pennsylvania, members enjoy square dancing. Caller is Mildred Scanlon of NRA staff.

Pageants depicting scenes from history are staged as part of recreation program of "family community" at Home for Aged and Infirm Hebrews of New York.

Their Own Affairs

chester Danforth Center members practice for bil-d competition. Among other activities are danc-, singing, card games. Some have formed enter-ıment group to visit the hospitals and shut-ins.

Los Angeles municipal recreation centers provide many activities for senior citizens. Above, members of the "Thimble Club" compare work for playground show.

Some recreation clubs for oldsters have their own dance orchestras. At Danforth Center (below), jolly hats add to the general fun. These dance parties do-nate proceeds to the polio, heart, and cancer funds.

Right: Croquet tourney is in progress on lovely 4-acre lot of Rochester clubhouse. Old mansion has dance hall, game rooms, an equipped kitchen.

OUTDOOR SWIMMING POOLS - Part 2

Basic Design Features

George D. Butler

When a local group has determined the types of activities the pool should serve, its over-all size, location, and possible cost, it must decide as to its shape, dimensions, type of construction, decks, overflow troughs, lights, chlorination and filtration equipment, bathhouse, seating facilities, and many other features. Major considerations in reaching these decisions are mentioned here, but leaders are urged to study the many publications dealing with this subject which will be listed in the bibliography at the end of this series.

Shape

A large majority of the public pools built before World War II were rectangular, although pools with curved perimeter—circular, oval, ovoid or irregular in shape—were fairly common. Recently several modifications of the rectangular pool have been developed, chief of which are the T, L, and fan-shaped pools, which have a variety of forms. Two- or three-unit pools, with each unit designed to serve specific uses, have been built in a number of cities, especially where the pool was designed to serve a large population. Opinions differ as to the merits of the various shaped pools, but an attempt will be made to point out here some of the advantages and disadvantages of several types. It should be kept in mind that the relative importance of the various activities to be conducted in the pool and the estimated participation in them are factors influencing the selection of the pool shape. Dimensions of the pool are also a major consideration.

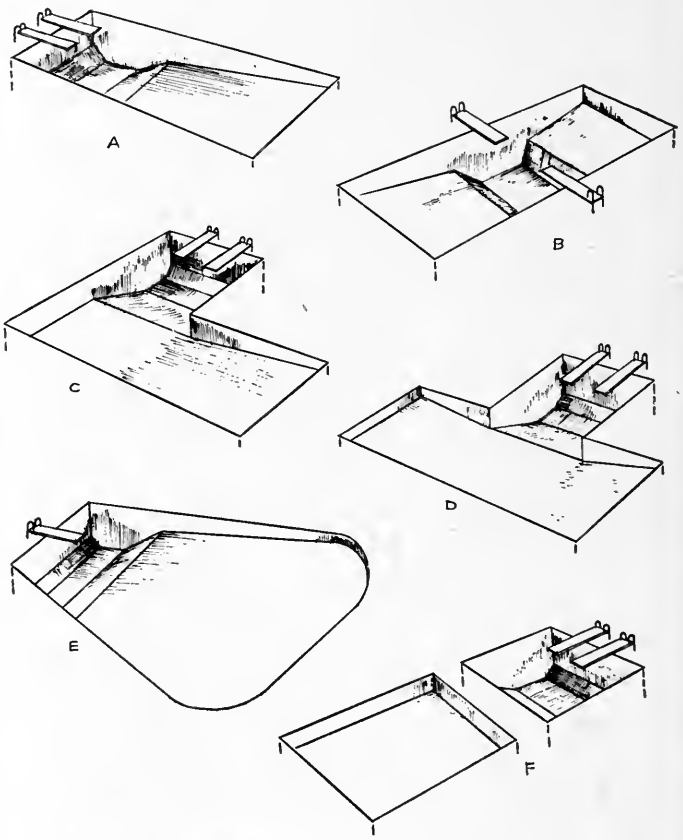
Rectangular. This shape is used for pools varying in size from the small shallow children's pool to the large so-called Olympic type. The individual sections of a multiple-unit pool are also often rectangular in shape.

Advantages of the rectangular pool are:

1. Ease and comparatively low cost of construction.
2. Ease of supervision.
3. Adaptability to competitive swimming.
4. Readily defined stations for group activity.
5. Susceptibility to good water circulation.

Possible disadvantages are:

1. Relatively small percentage of wadeable area except in large pools.
2. Possibility of conducting only one competitive activity at a time.



A — Rectangular spoon-shaped-bottom pool.
B — Rectangular pool with deep center section.
C — L-shaped pool.
D — T-shaped pool.
E — Fan-shaped pool.
F — Two-unit pool.

The relative advantages of the rectangular pool explain its widespread use. This shape is not well adapted to a community pool shorter than 75 feet, however, if diving facilities are provided. Deep water in such pools must extend for 35 to 40 feet from the deep end, which means that in a pool 75 feet long approximately one-half of the water area is too deep for wading. Since at least 75 to 80 per cent of the persons using most pools stay in water under 5 feet in depth, only a small number of people can be accommodated in a pool of this length.

Most rectangular pools are built with a spoon-shape bottom, providing shallow water at one end and deep water for diving at the other. This type is adapted to the needs of a community that requires a moderate-size pool, and is widely used for pools designed for highly competitive activities. In some small neighborhood pools, diving facilities are

Mr. Butler *is director of the NRA Research Department.*

not provided, and the bottom has a gradual slope from one end to the other.

A third type is the large rectangular pool with a deep section for diving which extends across the center of the pool with shallow water at each end. This design is effective only for pools 120 feet or more in length; otherwise, the three sections across the pool are too narrow for satisfactory use. Advantages claimed for this type of pool are that it affords three separate areas, thus making it possible to carry on three activities simultaneously without interference. It affords a larger percentage of shallow water than a pool of the same size with a spoon-shape bottom. It also enables the lifeguards to be stationed where they can easily watch and enter the water at the points of greatest danger—where the pool bottom drops off into the diving area. On the other hand, shallow water borders the deep section on both sides; whereas, in pools with a spoon-shape bottom, there is only one such danger line.

Another type of rectangular pool has a diving area midway along one side of the pool and extending part way across it. This arrangement, in which the diving area is bordered on three sides by shallow water, makes the problem of supervision especially difficult and it is found in relatively few pools.

L and T Pools. These modifications in the rectangular pool have come into rather widespread use in recent years. Their chief characteristic is the addition of a section which is usually designed for diving and therefore comprises the deep part of the pool. This section is usually located either at one end of the rectangular pool and at right angles to it or it takes the form of a bay projecting from one side of the pool, usually along the middle.

The diving bay is much smaller in area than the main portion of the pool.

Advantages of the L or T pool are:

1. It separates divers from swimmers, thereby reducing danger of collisions, and restricts them to a small portion of the pool.
2. It enables the main portion of the pool to be of wadeable depth, thus serving more people than is usually possible in a rectangular pool.
3. It provides more flexibility for competitive swimming, i.e., official distances in meters in one direction and feet in the other.
4. The layout provides considerable deck space.
5. It can be used effectively for a wide variety of pool activities.

Disadvantages are:

1. The limited deep water area may restrict use of the pool for such activities as water polo.
2. The diving bay makes the pool more difficult to supervise, especially in the T-type pool, say some operators.
3. Wave action across the opening into the diving bay is reported to create a handicap to swimmers in competitive events.
4. The shape does not facilitate circulation of water in the pool quite as well as in a rectangular pool.

The dimensions, including depth, affect the degree to which the advantages of an L or T pool apply, in the case of a particular pool. In general, the L- and T-type pools have proved highly satisfactory.

The Fan-Shape Pool. This modification of the rectangular pool has come into considerable favor in the last few years, especially for a pool designed to meet the needs of a neighborhood or small community. The distinctive features of the fan-shape pool is that the shallow end is widened—in some cases to double the width at the deep end. The corners of the shallow end are commonly rounded, but the end wall is parallel to that at the deep end, as in a rectangular pool. As a rule the side walls are straight although in some pools they are parallel along the section used for diving and flare out only along the portion of the pool with water five feet or less in depth.

This type of pool has the advantages of the rectangular pool plus the added factor of a greatly enlarged wadeable area. A much larger proportion of the pool is suitable for use by non-swimmers than is possible in a rectangular pool of equal size; so it accommodates a greater number of bathers. Yet it affords opportunity for diving, competitive swimming, and most other activities. Reports indicate an exceptionally high degree of satisfaction with this type pool.

Multiple-Unit Pools. Several cities have built pools with two or three distinct units separated by decks, each designed to serve one or more pool functions. Many two-unit installations consist of a diving pool and a swimming pool with a maximum water depth of five feet or less. The chief reason for building this type of pool is to separate the divers completely from the persons engaged in other pool activities. The diving unit is much smaller than the swimming pool.

Another arrangement is for the main pool to have deep water for diving at one end and relatively shallow water at the other, like most rectangular pools. The secondary pool is shallow and is designed primarily for children's use. The chief value of this arrangement is that water at the shallow end of the main pool can be deep enough for competitive swimming, while the young children and others wishing to use water less than four feet in depth are accommodated in the other pool. ⟶

Sunbathing is popular at this big two-unit industrial pool. Separation of turf area from the pool deck is recommended.

The three-unit pool usually consists of a diving unit, a pool for competitive swimming four to six feet deep, and a unit for general swimming three to five feet deep. This type separates people with different aquatic interests and abilities. It is rarely found except in large cities because the cost of construction and operation is greater than most cities can afford or justify. If properly designed, it affords facilities for a wide variety of pool activities.

The main sections of most multiple-use pools are rectangular in shape; the diving units are usually rectangular, but some are semicircular—a shape favored by several pool operators.

Rounded Pools. Many pools are circular, oval, ovoid, kidney shaped, or of a variety of free forms. Some have shallow water at the perimeter and deep water near the center; others resemble a rectangular pool with curved sides and have deep water at one end and shallow water at the other. There is a wide variation in the size, shape, and water depth in this group of pools.

The chief disadvantages of this group are that, on the whole, the pools are not suitable for many activities; the construction cost tends to be high; and supervision is relatively difficult. Some of these pools, especially the circular or oval type, have large water areas that are too shallow to serve a useful purpose. Relatively few such pools are being built today as compared with a generation ago.

The swimming pool study recently conducted by the Conference for National Cooperation in Aquatics revealed that very few of the persons reporting on pools with rounded edges would choose this type if they were to rebuild.

Pool Dimensions

Besides over-all size and shape, the specific dimensions of a pool—its length, width, and depth—are primary considerations in planning. These are influenced by the pool's shape and water area but are determined, in part, by the activities the pool is designed to make possible. Length and width of many pools are interrelated; depth is largely determined by the type of activity, regardless of the pool's size or shape.

Length. Most pools, except those with curved edges, are approximately twice as long as they are wide, so the length is roughly determined by the estimated required water area. A pool 50 or 60 feet long is usually adequate for children's use, but one less than 75 feet long is rarely satisfactory for community use, especially if it has diving facilities. Otherwise it will accommodate few bathers. The additional space gained by increasing the length of a rectangular pool can all be in water of wadeable depth; hence the longer the pool the greater the potential number of bathers per square foot of water area. This relative advantage is not gained by widening the pool.

Pool activities, such as general swimming, diving, swimming and life saving classes, and informal games, can be carried on in pools of any reasonable length, but competitive swimming events require specific distances. Even though swimming meets are to be a minor feature of a pool program, it is desirable to build pools of official length. Pool lengths suitable for the standard high school and college events in yards are 75, 100, and 150 feet; for all AAU events 82.5 or 165 feet. The designer therefore has considerable leeway in determining the length for his pool. If a city is building several pools, it is recommended that one be designed for official competitive meets and major aquatic events and that its length be 165 feet or 50 meters. Pools intended for such use should be an inch longer than the official distance and the inside length be certified by a licensed engineer, so records made in the pool may be recognized.

Fan-shaped pool, Trussville, Alabama, 75 feet long, 30 to 50 feet wide, water depth from 3 to 11 feet. This type probably best serves the needs of a small community.

Width. Pools, as previously stated, are frequently about one-half as wide as they are long. Except for children's pools, which may be as narrow as 25 feet, a public outdoor pool should not be less than 30 feet wide and seldom less than 42 feet. This width provides ample space for group instruction in swimming or life saving at the shallow and deep ends respectively and provides six lanes of seven feet each. To meet the requirements for official competition a pool that is to be equipped with two diving boards also needs to be about 42 feet wide.

In larger rectangular pools the width is frequently 50, 60 or 75 feet. Races can be run across a 75-foot pool; and a pool 60 feet or more in width at the deep end can be used for water polo. A greater width than 75 feet is seldom required and it adds to the problem of supervision. In rectangular pools with the deep section across the center a 60-foot width permits group instruction along each side of the pool in the shallow water at the same time and it also enables persons to dive from both sides of the pool without interference.

Some L and T pools are 25 yards in one dimension and 25 or 50 meters in the other, thus allowing for various types of official competition. In such cases a minimum width of both the main section and the bay should be 42 feet. Where the bay serves as a diving unit, the distance from the end to the junction with the main section should not be less than 40 feet if a three-meter board is used. The width of the fan-shaped pool at the shallow end is between one-and-one-half and twice the width at the deep end, which is usually 30 to 45 feet.

Depth. The water depth in various portions of the pool and the contour of the pool bottom are determined largely by the functions to be served—the activities for which the pool is primarily designed. A satisfactory solution can be worked out most readily in a three-unit pool, but in most cases a compromise must be reached between the conflicting requirements for various pool activities.

Pools built for children's use usually vary in depth from 2 to 3½ or 4 feet. A few cities are building neighborhood pools that vary from 2½ or 3 feet at the shallow end to 5 feet at the deep end. This type is suited primarily for densely

Small neighborhood pool in Cleveland, 42 by 75 feet, has 5 feet maximum water depth. Such pools provide bathing opportunities for maximum number of people at minimum cost.

populated neighborhoods in cities where facilities for diving and other activities requiring deep water are provided at other pools. The shallow pools can be constructed more cheaply than the standard type of rectangular pool, and the elimination of diving reduces the possibility of collisions and accidents.

Most public pools, however, even those built in increasing numbers for neighborhood use, provide deep water for diving, the depth of which is determined by the height of the diving facilities. There is a growing tendency for cities to install three-meter as well as one-meter boards at their pools, thus requiring deeper water. Opinions differ, but it is recommended that at least 9½ feet be provided where one-meter boards are installed and that 11 feet be provided under three-meter boards in public pools. Three feet is the depth most frequently used and widely recommended for the shallow end of such pools. Children seven years of age and older are tall enough to use a pool with water three feet deep, either for general swimming or for swimming instruction, but deeper water presents a safety problem for this age group. A three-foot depth is also satisfactory for neighborhood or local swimming meets, but is the minimum depth suitable for such competition. Some pools have sections with water less than three feet deep—in some cases one foot or less—which are used for wading by very young children. Majority opinion, however, favors the provision of separate wading pools to serve the needs of children under seven rather than reducing the minimum depth in the swimming pool.

A pool designed to accommodate official meets—either in a large city or in a community where interest in competitive aquatics is unusually high—needs deeper water than the pool designed for general use. The NCAA rules call for a minimum depth of 3½ feet; the new AAU rules, for a 4-foot depth. Since these municipal pools will also be used for general swimming by the public, a depth of 3½ feet at the shallow end is recommended. In the rare cases where a separate competitive pool is justified, the minimum depth should be at least 4 feet. The pool designed for official meets should also have the maximum depth required for diving competition. For example, the AAU rules for springboard diving—one and three meters—call for water at least 11 feet deep in an area 3 feet back of, 24 feet in front of, and 10 feet to each side of a vertical dropped from the front end of the board. In case a high diving platform is used, the pool depth should be increased to 15 feet and the deep area increased proportionately.

Slopes. The bottom of the pool should have a continuous slope, since flat areas prevent sediment from being washed to the drain and should be avoided. Wherever the water is less than 5½ feet deep, the slope should not exceed 1 foot in 15; there should be no sudden changes in slope within this area. The slope of the deep area under the diving board can be much greater. In a pool with a one-meter board only, water at the deep-end wall may be only 8 feet, increasing in depth to 9½ or 10 feet not more than 6 feet away from the wall. About 15 feet beyond it can slope upwards, preferably in a curve, to a depth of about 5 feet. Under a three-meter board the water may be 9 feet deep at the end wall and the bottom slope to 11 or 12 feet not more than 6 feet from the wall. This depth should be maintained for about 20 feet before the pool bottom slopes upwards. The distance from the deep-end wall to the 5-foot depth should be at least 35 feet where a one-meter board is used and at least 40 feet where there is a three-meter board.

In the L-shape pool the slope in the main section is usually toward the end opposite the bay, with a sharp drop off into the diving bay. In the T-shape pool with the diving bay opposite the center of one side, the bottom usually has a gradual slope from both ends toward the section opposite the bay.

It has been the custom in most pools to make the cross-section practically level, but a recent tendency has been to slope the floor at the deep end from the sides as well as the ends. The hopper bottom saves excavation, lessens the water volume, reduces the height of the side wall at the deep end, and aids in keeping the pool floor clean.

Decks and Sunning Areas

Provision of inadequate deck space around the pool has been a common mistake in the design of pools. Experience has shown that wide decks contribute to the safety, comfort, and enjoyment of the bather. A narrow deck results in annoyance to sunbathers and persons walking along the edge of the pool. Since a large percentage of the patrons are out of the water much of the time, especially if there is plenty of space around the pool, widening of the deck tends to increase the capacity of the pool. If wide enough, the deck can

be used for life saving and swimming drills and instruction. A wide deck enables pageants and other special events requiring large groups and scenery to be produced at the pool.

The width of the pool deck should vary with the size and type of the pool and in every case it should exceed in area the water area of the pool. A minimum width of 20 feet at the ends and of 15 feet at the sides is suggested for the neighborhood pool; the width should be increased proportionately for the larger pools, in many of which the area of the deck is more than double that of the pool. There is little danger that the width of the deck will be too great.

Decks require a slope of not less than one-quarter-inch to the foot, preferably away from the pool, with drains at suitable intervals. They should be smooth, easily cleaned and of a non-slip construction. Satisfactory results, according to the Portland Cement Association, can be obtained by using a brush finish, lift finish, or special abrasive aggregates. Coloring the deck reduces the glare. Water connections at intervals around the pool are needed so the decks may be hosed. A raised edge around the pool, preferably six inches high and one foot wide, tends to prevent dirt from blowing from the deck into the pool and makes it possible to use more hose pressure in flushing the deck. The outer edge of the deck should be bordered completely by fences, walls, curbs, or other barriers to prevent dirt from being tracked, thrown, or blown into the pool area.

The wide concrete decks serve as sunning areas at most pools, but two or three rows of wide concrete steps are often built along one or more sides of the pool for sunning and for participants in pool activities. Wide wooden benches for sunbathers line the decks at some pools. Many large pools provide extensive turf areas, which have proved exceedingly popular for sunbathing, especially where a good stand of suitable grass has been developed and is properly maintained. Large sand areas for sunning are found at other pools, although reports indicate them to be less popular than concrete. Where such unpaved spaces for sunning are provided, they should be separated from the pool deck by a fence, and bathers should be required to pass through a shower and footbath before returning to the pool.

Other Activity Areas

Another means of serving the pool patrons more adequately while they are not in the water and of attracting more people to the pool is to provide facilities for games such as shuffleboard, table tennis, horseshoes, and volley ball. If space permits they may be located along the outer edge of the pool deck, but a fenced area adjoining the deck is preferable.

A concession stand has proved a popular feature at many pools and also provides revenue to help meet operating costs. Swimming stimulates the appetite, and the availability of refreshments at the pool adds to the enjoyment and convenience of the bathers. The area adjoining the concession stand or lunch counter should be fenced off and no food or containers be permitted in the pool area itself. Benches, tables, and colorful umbrellas may be provided in the refreshment areas.

The value of these supplementary facilities and areas is repeatedly attested by pool operators. A typical experience

Los Angeles 60 by 120-foot rectangular pool has deep water section across center. Photograph illustrates comparatively heavy use of shallow end sections and the need for wide decks.

is reported by the superintendent of recreation in a southern city, as follows: "Originally, our pools were designed for swimming only and neglected comfort and sociability. Now the turf area with tables, chairs, beach umbrellas, flowers and sunshine, after an initial swim, is more popular than the pool area. . . . Concession sales shot up appreciably when we installed coin drink machines and added tables and chairs, attractive beach umbrellas, and a sun area outside of the pool proper. Pool admissions also rose through provision of this special, comfortable area where bridge could be played, portable radios enjoyed, and suntans acquired away from the splashing."* He stresses the importance of locating these facilities so that a shower and footbath are unavoidable before re-entering the pool area.

Parking Area

The parking of automobiles may present only a minor problem at the small neighborhood pool in cities where such pools are well distributed in the built-up areas. A large percentage of the people using most pools, however, drive to the pool, especially if it is located in a large park or at some distance from their homes. Provision of space for parking is therefore essential, the amount depending primarily upon the capacity of the pool. Obviously the closer it is to the pool the better; but, unless the parking area is to be paved or otherwise treated, it should not be so close that dust and dirt are blown from it into the pool area. Prevailing winds, therefore, may be a factor in determining its location.

* * * * *

The third article in this series, to appear in our March issue, will deal extensively with pool equipment, materials, and facilities. Among the features which will be discussed will be: seating for spectators; wading pools; the bathhouse, including dressing rooms, checkrooms, and lobby; site requirements; consideration of construction factors such as use of concrete or steel, design of walls and floors, and so on.

* "Swimming Pools—Athens Style" by Wayne Shields. RECREATION May 1950.

The Board Member's Creed

Adapted for recreation board members with permission, from "The School Board Member's Creed" of Epsilon Field Chapter, Phi Delta Kappa, Los Angeles County, California—compiled by school district board members and university representatives in 1938. *(Individual copies are sent to new board members to help them become acquainted with their new responsibilities.)*

As an Individual Member of the Board

I will listen.
I will recognize the integrity of my predecessors and associates and the merit of their work.
I will be motivated only by a desire to serve the people of my community.
I will recognize that it is my responsibility together with that of my fellow board members to see that the recreation services are properly run—not to run them myself.
I will work through the administrative employees of the board—not over or around them.
I will recognize that recreation business may be legally transacted only in open meeting legally called.
I will not "play politics."
I will attempt to inform myself on the proper duties and functions of a recreation board member.

In Performing the Proper Functions of a Board Member

I will deal in terms of general recreation policies.
I will function, in meeting the legal responsibility that is mine, as a part of a legislative, policy-forming body, not as an administrative officer.
I will consider myself a trustee of public recreation and will attempt to protect and conserve it.

In Maintaining Desirable Relations with Other Members of the Board

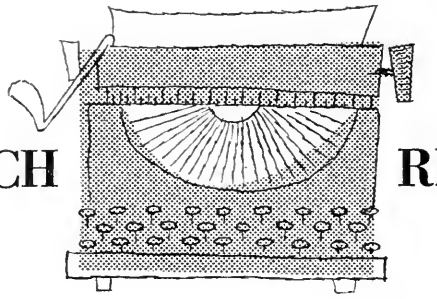
I will respect the opinions of others.
I will recognize that authority rests with the board in legal session—not in individual members of the board.
I will make no disparaging remarks in or out of meeting about other members of the board or their opinions.
I will recognize that to promise in advance of a meeting how I will vote on any proposition under consideration is to close my mind and agree not to think through other facts and points of view which may be presented in the meeting.
I will make decisions in board meeting only after all sides of the question have been presented.
I will insist that special committees be appointed to serve only in an investigating and advisory capacity.
I will consider unethical and will thus void "star chamber" or "secret" sessions of board members held without presence of the recreation administration.

In Meeting My Responsibility to My Community

I will attempt to appraise fairly both the present and the future recreation needs of the community.
I will attempt to procure adequate financial support for recreation.
I will interpret to the department, as best I can, the needs and attitudes of the community.
I will consider it an important responsibility of the board to interpret to the community the aims and methods of the department.
I will insist that business transactions of the department be on an ethical, open, and above-board basis.
I will not buy supplies for personal use at "recreation prices."
I will not consider a position on the board as a "stepping stone" to political power.

In Working with the Superintendent of Recreation and His Staff

I will hold the superintendent of recreation responsible for the administration of the department.
I will give the superintendent of recreation authority commensurate with his responsibility.
I will expect the department to be administered by the best trained technical and professional people it is possible to procure.
I will appoint employees only on the recommendation of the superintendent.
I will participate in board legislation only after considering the recommendation of the superintendent and only after he has furnished complete information supporting his recommendation.
I will expect the superintendent of the department to keep the board of recreation adequately informed at all times through both oral and written reports.
I will expect to spend more time in board meetings on recreation programs and procedures than on business detail.
I will give the superintendent of recreation friendly counsel and advice.
I will refer all complaints to the proper administrative officer or insist that they be presented in writing to the board as a whole.
I will present any personal criticisms of employees to the superintendent.
I will provide adequate safeguards around the superintendent and other personnel so they may perform the proper functions of recreation on a professional basis.



RESEARCH REVIEWS AND ABSTRACTS

George D. Butler

Recreation in Industry Is Growing

The rapid strides that recreation in industry has made in the past five years are clearly illustrated in the findings of a study of 230 representative companies conducted by *Industrial Sports and Recreation* and reported in its September 1954 issue. A few of the highlights as recorded:

- A significant increase in company ownership of such items as athletic fields, club rooms, golf courses and swimming facilities, although many industries continue to make extensive use of public facilities.

- Appreciable rise in employee participation in the past five years, indicating that the recreation program enjoys increasing acceptance from employees; increased participation by families and the community.

- More activities than before in the typical company program, although popularity of various activities follows about the same order as five years ago with bowling, softball and golf heading the list. Other activities, ranged according to the percentage of companies including them, are basketball, picnics, dances and socials, Christmas parties, horseshoes, skeet, trap and rifle, and table tennis, all of which are reported by at least fifty per cent of the companies.

- A considerable increase per employee in the recreation budget, to an average of more than nine dollars. About two-thirds of this amount is spent for equipment and services, the balance for administration, overhead and facility maintenance.

- A full-time recreation director in forty-eight per cent of the companies, as compared with only twenty-eight per cent in 1949. An average of more than twenty-six persons serve as part-time volunteers in various phases of the recreation program, or a total of 8,700 reported in the study.

Survey of Track and Field Facilities

A report, under the above title, has recently been issued by the Athletic Institute, 209 South State Street, Chicago 4, Illinois, based upon 177 replies to a questionnaire mailed to college track coaches in the United States and Canada. The questionnaire related to track construction, field events and maintenance. The replies emphasized the fact that different climatic conditions in different sections affect track construction and maintenance.

In summarizing, the report states that the average track should have:

1. A radius of approximately 106 feet.

2. Curbs should be made of concrete, 3.3 inches high and 4.3 inches wide.

3. The track should not slope away from the pole.

4. The ideal depth of excavation is twenty-one inches, and into the excavation, in addition to drainage systems, should go nine inches of rough fill, with the size of the rocks slightly larger than three inches in diameter.

5. This lower stratum should be rolled with a heavy roller.

6. Slightly better than five inches of sifted cinders should then be used, and the top dressing of clay or loam and cinders to the depth of three inches should be applied.

7. The almost unanimous choice for a binder for the top dressing is clay.

8. The track itself should be six lanes wide on the curve and backstretch, and eight lanes wide on the straightaway.

The number of coaches reporting materials which they believe ideal for high jump and pole vault pits are:

Shavings	35	Sawdust and sand	20
Sawdust	28	Shavings and sand	15
Sawdust and shavings	27	Sawdust or shavings	10

A copy of the report may be obtained without charge by sending a self-addressed stamped envelope to the Athletic Institute.

Grants for Research

- The Rosenberg Foundation has granted the sum of $24,925 to the California Committee on Planning for Recreation and Park Areas and Facilities for a comprehensive survey and study of the needs, experience and best practice in California communities, as related to planning for the acquisition and development of recreation and park areas and facilities under public ownership in urban and populated centers. The project further involves the formulation of a guide containing principles, criteria and graded standards for the planning of public recreation areas and facilities. The committee sponsoring the survey is composed of representatives of nine statewide organizations, three state agencies and the National Recreation Association.

- A three-year grant of $60,000 has been made by the National Institute of Mental Health to Dr. David Riesman and Dr. Nelson N. Foote of the University of Chicago for a study of "the functions of play in developing adulthood."

Mr. Butler *is director of the NRA Research Department.*

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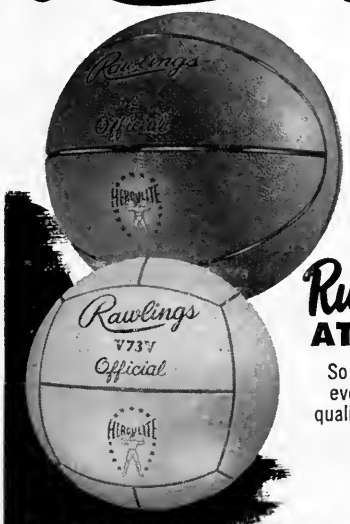

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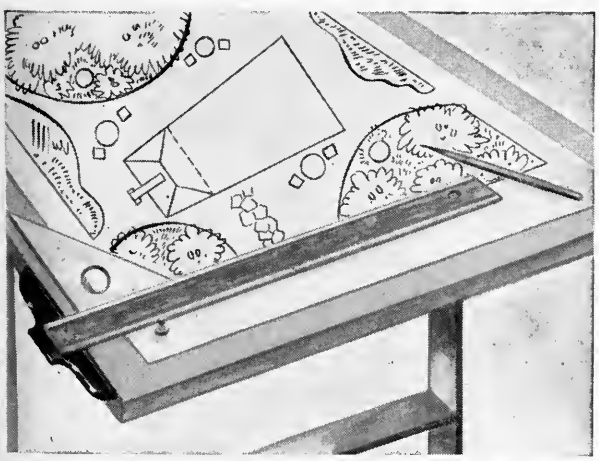

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128 North Grove Avenue, Elgin, Illinois

From COURTROOM To CLASSROOM

Helen Coover

Another floor taken over! City government will have to move if this continues.

PRESTO, what a change! By day a place busy with the affairs of the city and by night one where arts and crafts are taught and practiced, with the consent of the city fathers.

This is what happens, and has happened on Tuesday nights during the winter months for the past five years, at the city hall in Kalamazoo, Michigan. From the basement to the fourth floor, in the auditor's office, the commission room, the conference room, the city manager's office and desk, and even in the garage and storage room, the city hall turns into a beehive of craft activity on one evening of the week—and would do so many more evenings were it possible.

It started originally with a handful of persons employed in the building who met in the office of the recreation department during the lunch hour and engaged in a few simple crafts; and this program expanded to the point where, on opening night last winter, more than one hundred and forty-five persons were clamoring to receive instruction in the fourteen or more different crafts and skills offered.

The whole set-up is very flexible and spontaneous. Prerequisites of any kind are few. It is understood, however, that this program is for adults, because children have much the same type of activity offered in their schools. Men are not excluded from the group, but they are conspicuous by their absence. Skill, ability, or previous training are not required. There is no registration nor is it stipulated that a certain number of classes must be attended. The pleasure and pride of accomplishment is the end sought. Each evening the individual signs up for that particular evening's work and pays the nominal sum of twenty-five cents for the instruction and later pays for the material used.

The limitations and problems involved are practically all physical. Materials must be ordered and cannot always be procured on time or in the right amounts. Rooms at our disposal must be accepted as they are in regard to number, size, and arrangement. Water, light and similar conveniences which are essential to work are not always handy. Kilns for firing must be located in a spot where the proper heat is available; they can hold only a certain number of pieces, and the firing process requires time. Just so many instructors are available and these can demonstrate just so much under prevailing conditions.

The real reason for the success of the project is that the original or basic meaning of the word "school" has been emphasized and enlarged upon: The word in Greek means "leisure" and it is of leisure that we are thinking. Striving for the beautiful, and the mastery of the skills that make the same possible, is the spirit that prevails.

Among the subjects taught—and even to call them subjects is rather prosaic and smacks of routine—the most popular through the years have been china painting, textile painting, basketry, Pennsylvania Dutch design on wood, plaque and figurine painting, aluminum trays, copper tooling, chip carving, glass etching, religious figurine painting, copper enameling, leather tooling, ceramics, Swedish huck designing, oil painting, stenciling and French pen painting.

From time to time crafts or skills are added or dropped as the demand waxes and wanes or as the seasons come and go. Fingerpainting, the making of Christmas tree decorations, Ming trees, shell work, artificial flowers of chenille and nylon and liquid plastic, and other projects that do not take too long, are some of these.

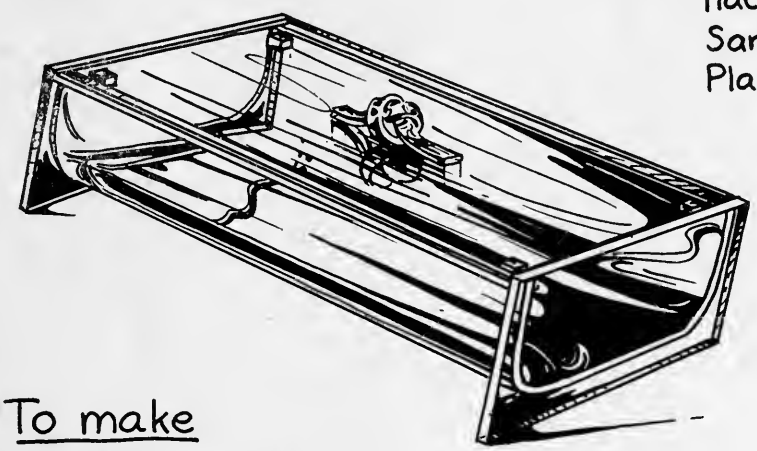
With students eager to learn, teacher guidance is applied to seeing that projects are presented in such a manner that future growth is assured and interest is maintained.

The results have been very encouraging and worthwhile. Interest has been aroused in many crafts. Objects of good design, beauty and craftsmanship have been produced; and, in some cases, the skills learned have been turned into profitable pursuits. Many hours have been pleasantly and gainfully spent, and the art of living and working with other people has been encouraged. All in all, we have been well repaid for our efforts.

MISS HELEN COOVER *is the assistant director of the department of recreation in Kalamazoo, Michigan.*

How To Do It! by Frank A. Staples

A Cigarette or Jewelry Box



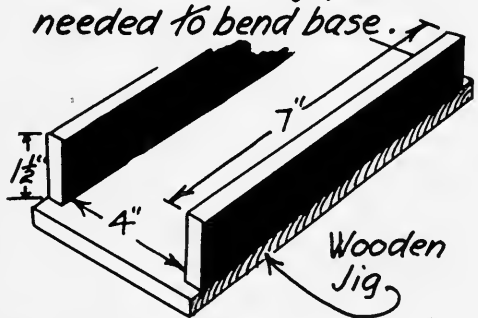
Materials and Tools Needed.

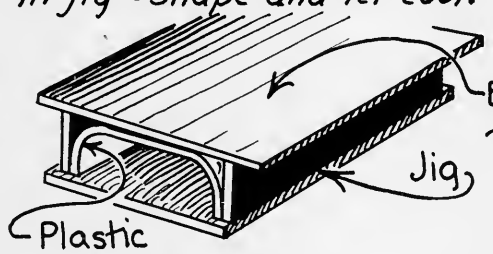
Hack saw, Medium file, Sandpaper, Small brush, Plastic cement and the following pieces of $\frac{1}{8}$ inch thick Plastic~
Base ~ 6 in. x 7 in.
Ends ~ 2 in. x $4\frac{1}{4}$ in.
Cover ~ $4\frac{1}{4}$ in. x 7 in.
Four $\frac{1}{4}$ in. sq. pieces
Knob ~ $\frac{3}{8}$ in. x 5 in.

To make

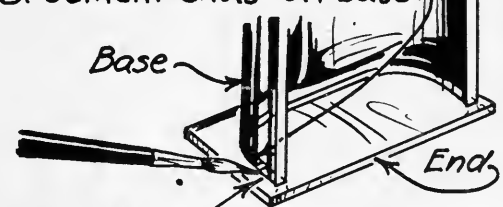
1. Cut pieces listed ~ use hack saw ~ file and sand cut edges to remove saw marks.
2. Bend U shape base.
   To do this remove paper masking and heat (6" x 7") plastic in (300° F) oven. When soft (like rubber) place in jig ~ shape and let cool.

A wooden jig is needed to bend base.

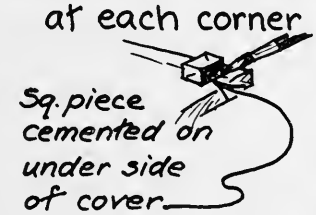




3. Cement ends on base.

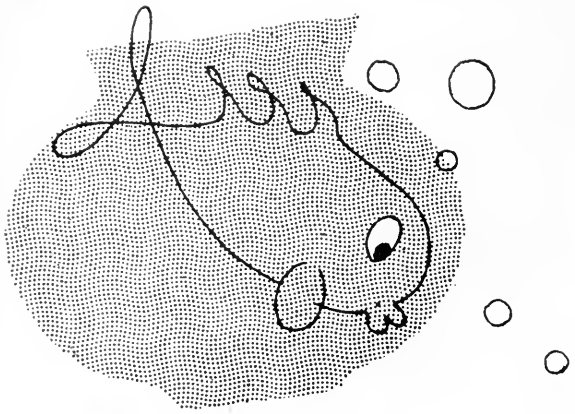


4. Cement four square pieces at each corner of cover.



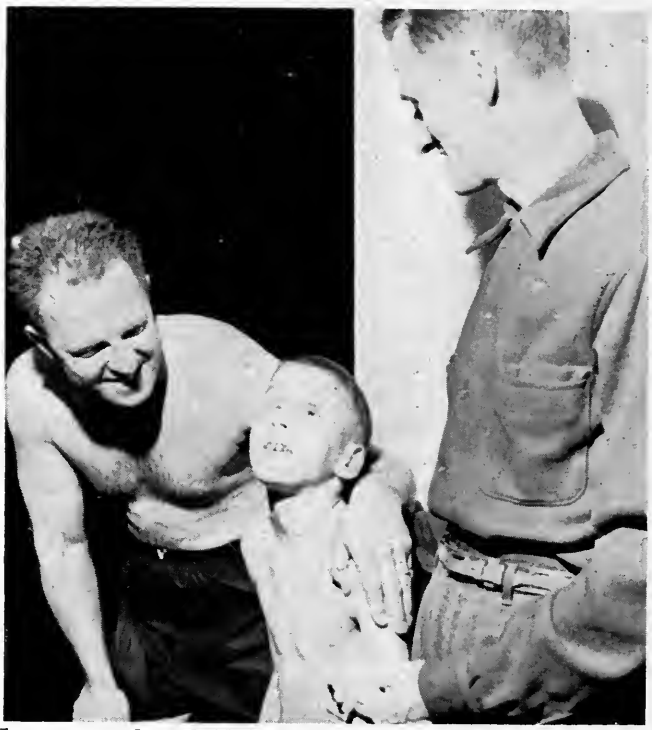
5. Cement knob on cover.

To cement ~ place pieces in position and with brush flow cement along edges of contacting surfaces.



Swimming for Handicapped Children

James F. Herdic, Jr.



Instructor takes child from parent at swimming pool door.

A chance conversation with the father of one of the blind youngsters in Manchester, Connecticut, gave rise to one of the recreation department's most gratifying programs. He expressed the hope that the department could find a time in its busy swimming-pool schedule so his boy and other blind children could enjoy recreational swimming.

After talking with him, we decided to experiment with the promotion of such a program for all types of handicapped children because they were not receiving the benefits of our regular programs. It would be difficult, we realized, to arrange a schedule because the youngsters would need special attention and our indoor pool is almost always in use. For many years the indoor program, including swimming and life-saving, has been very popular with all age-groups in our town of 23,500.

We immediately got in touch with the Manchester Association for Help of Retarded Children, and found its members enthusiastic about the plan. Next, we secured, from the superintendent of schools, a list of all physically handicapped children, including the child's name, age, school, and nature of handicap.

Letters were sent to parents of these children, inviting them to attend an organization meeting. At this meeting we gave them an outline of the program which had been worked out. The turnout was encouraging; there were parents of children who were afflicted with polio paralysis, cerebral palsy, and muscular distrophy, as well as parents of the blind and mentally retarded children. Each was given an application blank which contained a section for filling in a brief history of the handicap. *The blank also called for a statement by the child's physician* as to whether it would be safe for the youngster to participate, and to explain if there might be any contra movements which might be injurious to the child. There have been cases where physiotherapists have worked hard building up certain body muscles and swimming instructors have inadvertently undone the good work. A third section of the blank was a release for the parent's signature relieving the recreation department of any responsibility for injuries the child might incur.

With the applications in, we set out to find volunteers to accompany the children in the pool and to teach swimming to those who were able. Everyone we talked to was eager

James F. Herdic, Jr., *is the superintendent of recreation in Manchester, Connecticut. He is a member of the NRA National Advisory Committee on Recruitment Training and Placement of Recreation Personnel and the New England District Advisory Committee.*

Instructor is with a child constantly during swimming period.

Hostess aids instructor when the child is taken from pool.

to help out, and leaders were easy to enroll. We were equally fortunate in finding a person well qualified to teach the leaders how to handle children with the various types of handicaps. He became a paid worker and is in complete charge of the program except for the administrative work which is handled by the recreation department office.

Each week a schedule is made out telling the leaders the child for which they will be responsible and when he is slated to enter the pool. The leader meets the child at the dressing-room door and takes over until the period has ended and he returns the youngster to his parents, who take charge of the dressing and undressing.

Under the schedule established, children with similar handicaps swim together and are segregated from other handicapped youngsters. The pool is fairly small and experience has proven that five children and leaders are all we can accommodate conveniently at one time. We make two other special preparations. The water is lowered six inches because the children are small and psychologically it helps if they know they can touch bottom regardless of whether there is a leader with them or not. We keep the water at a temperature of about seventy-six degrees because these children get cold quickly.

The swimming program takes place each Saturday afternoon, beginning with the blind children from two o'clock to two forty-five. Next come two classes of mentally retarded youngsters, from two forty-five to three-thirty and three-thirty to four-fifteen. There are too many in this group for one class. The cerebral palsy, muscular distrophy, and polio groups are combined in a class from four-fifteen to five o'clock. When more applications are received, we will divide this group into separate sections according to the specific disability.

The parents of these children have been very cooperative, and they allow nothing to interfere with getting the children to the pool, undressed, and in bathing suits on time.

Some of the parents have volunteered as leaders. We never give them their own youngsters to care for, but we assign them another child so that their own youngster can become accustomed to a stranger and gain confidence in the fact that they will be as safe with the leader as they would be with their own parent.

This recreational swimming gives a tremendous amount of enjoyment to the handicapped children—a group too often neglected in a recreation program. It's a real thrill to see how much they look forward to their Saturday swim.

Fellowships for Professional Workers Concerned with Handicapped People

An outstanding opportunity for professional workers with the handicapped —for specialized training in counseling and placement of crippled persons in self rewarding jobs—has been announced by the National Society for Crippled Children and Adults.

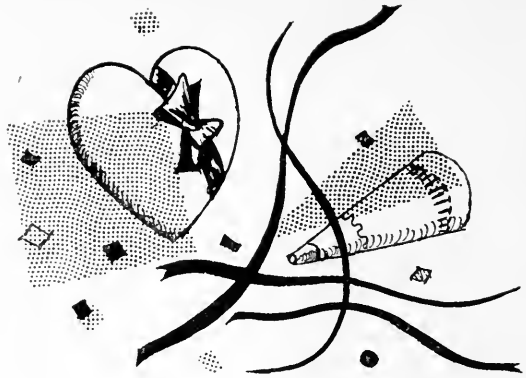
Alpha Gamma Delta, international women's organization, in cooperation with the Society, will grant from fifteen to twenty fellowships with training to be given at the Institute of Physical Medicine and Rehabilitation of New York University-Bellevue Medical Center from June 20 to July 15, 1955.

The deadline for receipt of applications for these fellowships is March 15. Fellowships will cover tuition and a moderate amount of other expenses. They will be awarded to qualified counselors, guidance teachers, employment interviewers, placement personnel, and others working with the handicapped.

Six points of academic credit at the graduate level will be given to those who successfully complete the program. Selection of persons to receive the fellowships will be made on the basis of an evaluation of candidates with the highest qualifications who are working for schools, agencies, business or industry or are able to make a contribution toward effective counseling and placement work for the handicapped.

Application forms and other information may be secured from Personnel and Training Service, National Society for Crippled Children and Adults, 11 South LaSalle Street, Chicago 3, Illinois.

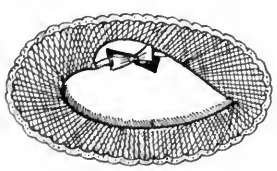
HOW TO "FLAVOR" YOUR HOLIDAY PARTIES



The second month of the year brings visions of red hearts, cherries and hatchets, log cabins — for it is the month of traditional parties, dances, dinners, entertainments. Each of its holidays has a distinct flavor, which will help you with your planning. If you are celebrating any one of these, visualize your guests or audience and their tastes, your hall, clubroom or living-room, and plan accordingly. Advance planning, making of favors, invitations, decorations, are all a part of the fun—and in a community center or club, can be important in themselves as pre-party festivities.

Decoration Ideas

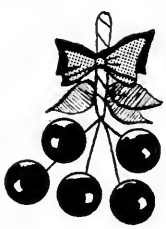
Valentine's Day—This, of course, is always an affair-of-the-heart. Red hearts, red candles, red and white crepe paper abound and, where possible, red roses. Let some sort of decoration greet guests as they cross your threshold. Mount red hearts, in graduated sizes, on lace paper doilies and hang them on red crepe paper streamers, on either side of your door or entrance and windows. Place largest heart at top of chain with a red bow above it. A Valentine seal can be pasted in the center of each heart.*



Decorate your refreshment glasses with small red hearts pasted on the outside. Make favors or prizes by pasting an eight-inch paper doily to back of heart-shaped cookies.*

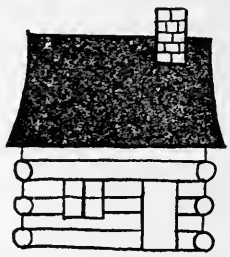
Washington's Birthday—At parties with a patriotic theme, it is effective to hang a large flag or to use flags on standards; be sure in placing them, however, to show the utmost respect for this emblem of our country. Use red, white and blue decorations.

Hatchets made of cardboard and painted, and bunches of cherries are also attractive. For your cherries, cranberries can be used, or make cherries by melting a piece of red candle in a pan over a low flame. When cooled slightly, mold into ⅜-inch balls with the fingers. Stick a short length of spool-wire well into each cherry before it hardens. Cut leaves from green crepe paper and wind cherries together in bunches, wrapping with brown crepe paper for stem, adding leaves as you wind.*



Make Washington miniatures for invitations, place cards, tags, scorecards or menus. Cut three mat-stock circles; a red one 3 inches in diameter, a blue one 2½ inches, a white one 2 inches. Paste a Washington silhouette, or seal, in the center of the white circle; then paste the white on the blue and the blue on the red. Top with white ribbon bow, leaving ribbon loop at top.* These circles can also be strung on crepe paper streamers for hanging decorations.

Lincoln's Birthday — You can let a brown crepe paper log cabin be your symbol here, playing up the woodsman rail splitter theme; or you may choose the more patriotic decorations with flags and a silhouette of Lincoln's head.



If you choose the former, the atmosphere of Lincoln's frontier world will lend itself to asking the guests to come dressed in simple cottons or blue jeans; games can be simple, and hilarious; and folk and square dancing will go well.

Entertainment

Use your ingenuity to adapt a variety of games to your theme, being careful to have each game very different from the last, and interspersing quiet games with the more active ones. *Never* let a game run until interest wanes, but stop while fun is at its height.

Valentine's Day

Making Valentines—If your party is a small one, put out materials on a large table and allow ten or fifteen minutes for each guest to make a Valentine. Materials should include as many pairs of scissors as you can gather together, paste, needles and thread, colored papers — predominantly red, paper lace doilies, ribbon, flowers from old hats, and so on, magazines to cut up, crayons, water colors or poster paints, and brushes. Each Valentine should be signed by its creator. Prizes can be given for the funniest, prettiest, most original, cleverest, and so on.

A variation of this procedure is to place the name of each guest on a slip of paper and drop it into a hat. Mix and let each one draw the name of the person for whom he is to make a Valentine. Let Valentines be dropped in

*Here's An Idea Service.

Valentine mailbox, to be distributed later in the evening.

Picture Taking—As each guest enters, direct him to an attractively decorated picture-taking booth placed beside the door. Improvise some sort of camera, and when each person enters the booth, have him pose for his picture, which will be placed on a Valentine and given to him later in the evening. The pictures can be cut from magazines or comic papers and pasted on red cardboard hearts with some appropriate verse inscribed along with the name of the person the picture represents. Pass these out and allow some time for comparison of pictures because everyone will want to see how other guests were represented.

Dan Cupid's Heart Circuit—In preparation for this game, a series of titles should be chosen covering the incidents in a developing romance: The Meeting, The First Quarrel, and so on. The game consists of a contest, in which each couple is given a title, a magazine, a pair of scissors, and a tube of paste, and is requested to produce a picture to illustrate the title given them. At the end of the time allowed, the pictures are collected and pinned on a large sheet or placard. The guests are requested to select the best picture, and the couple who made it may be given a prize.

Key to Your Heart—There are as many hearts cut from cardboard or paper as there are couples. From the center of each heart, a key is cut. All keys are of different sizes and shapes. The keys are given to the boys and the hearts to the girls. Each boy finds the girl with the heart to which he has the key and she becomes his partner.

Washington's Birthday

Crossing the Delaware — The players divide into two teams with a space between them called the Delaware River. Each team has a leader, who gives each of his players, in alphabetical sequence, an adverb describing action or emotion, such as anxiously, bashfully, cautiously, and so on. The two teams can be called companies of soldiers to tie into the party theme. Company A announces, "Washington is crossing the Delaware!" Company B asks, "How?" Company A replies, "A-wise." The soldier who has the adverb beginning with "A" crosses the space and returns, acting his descriptive adverb on the way. If the word is guessed by the opposing side before he can get back home, he is captured by that company. Company B then sends its "A" man across; the "B" men of each company go next, then the "C" men, and so on through the alphabet. The company having the most soldiers when all have crossed the Delaware wins the game.

Cherry Necklace—Each couple is given a needle and thread. A large bowl of cranberries is placed on a table within easy reach of everyone. The fun lies in seeing which couple can form the longest necklace (by stringing the cranberries) in the time allowed (two minutes).

True to Life, by George—A large sheet of white paper tacked to the wall, and a strong light is placed well in front of it. Each guest, in turn, is posed between the paper and the light so that the shadow of his profile will fall on the paper. George quickly traces the outline with crayon, then lets the sitter finish it by filling in the silhouette. Portraits should be numbered and later in the evening a prize given to the player who correctly guesses most of them.

Lincoln's Birthday

Song Guessing Contest—Someone plays Civil War songs on the piano and the guests at the party endeavor to name the songs, which could include: "Tenting Tonight," "John Brown's Body," "Darling Nellie Gray," "Marching Through Georgia," "Battle Hymn of the Republic," "Dixie," "Battle Cry of Freedom."

Lincoln and Douglas Debate — Have each group select the tallest and the shortest person. The tallest is "Lincoln" and the shortest, "Douglas." Each must put his hands behind him and keep a straight face. On "Go," each starts talking on any subject he chooses, or appropriate topics may be assigned. The first to laugh, move his hands, or stop talking even for a moment, loses the debate. The winner may accept challenges.

Formal Program—If your party is more formal, you might like to plan for a reading of Lincoln's "Gettysburg Address," or perhaps a series of carefully planned costume tableaus, spotlighting various events in Lincoln's life. Get your local librarian to help you with this. Script to be read with the tableaus should be very brief—just one descriptive line to "set" the episode and perhaps one verse of a poem about Lincoln.

Progressive Games

These are adaptable to any one of the holidays. All games should be made ready in advance. Diagrams and charts, or names of games, should be in keeping with the theme of the day. Set up equipment before the party. Mount playing instructions for each game conspicuously; display number of the game. Provide score cards for each team in two colors which will indicate manner of progression.

It is practical to have four or six individuals play together at a time, competing with each other for the highest individual score. Number each activity. In progressing, players having cards of one color move forward to next game, the others move back one game, thus giving each a chance to play with new people. Individual scores are kept. Allow one minute interval between games so that players may tally scores; allow only a few minutes for each game.

Games for this type of party can be adapted from old favorites such as shuffleboard, ring toss, pin the tail on the donkey, and so on, for example:

Heart Shuffleboard—Two small hearts can be cut from the ends of an orange crate and painted red, and an old broom handle used to shove the hearts across the floor. The scoring field can be drawn on the floor with red chalk.

Bean Toss—On the front of a small bean toss board paint red hearts and scoring points; use bean bags covered in red.

Helping Senior Citizens to Direct Their Own Activities

Jacqueline Watkins

Senior Leaguers plan their own programs, help each other with hat remodeling. Important project: sewing for County Hospital patients.

ALLOWING senior citizens to direct their own club activities is of definite benefit to them. Living as many of them do with relatives who manage the household, grandpa needs to be in a group where he can help manage affairs and where he is considered capable of making decisions. As Mr. Martin said, "My daughter thinks of me as one of the children. It is a relief to come here to the club and be treated as an adult!"

A recreation department should do more than provide a clubroom, a director, and a ready-made program of game playing. It should also utilize the experience and abilities of the older people who come to the recreation centers. If given the opportunity and stimulating guidance, the senior citizens do very well indeed with the planning. It is Mrs. Hoffman, age eighty-two, who manages all the bus trips for the Senior League of Berkeley. She takes care of all the reservations, publicity, finances, and sees to it that everyone has a good time. In addition she manages her own home and takes care of Mrs. Ronson, another member of the league who just celebrated her ninety-second birthday.

Senior Leaguers have also demonstrated that older people can learn new skills. There is Mrs. Richards, for example, who is a member of the Berkeley group. She was asked to be president of the club. "Why, I can't be president," she protested, "I have never presided over a meeting in my life. I wouldn't know even how to begin." But, with the encouragement of her friends, she accepted the nomination and was elected.

Her first meeting was a jumbled affair. Then she attended a series of lectures on parliamentary procedure. Every week she presided more skillfully, every week she acquired more poise and assurance. One day she confided to the director, "I can't tell you what it has meant to me to stand before a group of people and conduct a meeting. I have wanted to all my life, but I have always been too scared; but this time, I made up my mind I would do it anyway. Everyone here is so friendly and helpful I felt it wouldn't matter if I did make mistakes."

This creating of a friendly, non-critical atmosphere is essential if new club members are to feel comfortable and be willing to accept new and untried responsibilities. The director can help the members generate a feeling of friendliness. She can suggest arrangements of tables and chairs to create a group feeling. She can adroitly plan for new members to serve on committees and contribute their talents on programs. Furthermore, the director, through her sympathetic interest in individual members, can stimulate the rest of the group to concern themselves about other club members.

For instance, at the Friday meeting of the Senior League, a cheery hostess, herself a member, greets all the arrivals with a friendly smile and handshake. If they are newcomers she introduces them around to the others, and they in turn see that they are included in some conversational group. Soon the clubroom buzzes with conversation as new and old friends share happenings of the week.

It was during one of these chatty sessions that a maintenance man poked his nose in the door of the clubroom. He looked around for a moment and then he said to one of the women, "Are all of you people really this friendly or is it just an act?" "No," replied the Senior Leaguer, "we are really glad to see each other. We feel everyone here is a friend."

While the members are talking in little groups, the KP committee is busy setting up luncheon tables and brewing tea and coffee. Everyone takes a turn

MISS WATKINS *is director of senior citizens' activities for the Berkeley Recreation Department, Berkeley, California.*

serving for a month on the KP committee; even the men take their turn washing the cups and saucers. As one man said, "I don't do this at home, but here it is fun. It makes me feel more a part of the club when I do my share."

Members bring their own lunches but there is a good deal of "Won't you all try some of my homemade cookies?" or, Mr. Morrison, an eighty-five year old who faithfully attends the Friday group will come in with enough strawberries from his son's farm to give some to all of the fifty leaguers assembled.

After lunch, the club president calls upon the hostess to introduce the new visitors and report on ill and absent ones. Get-well cards and telephone calls let the sick ones know they are not forgotten. News of other senior groups is given by a member who has fun keeping a scrap book of what oldsters are doing in other cities. Announcements of other activities for older people in Berkeley encourage participation in the Slo-Polkas, a folk dancing group; the Woodpeckers, who meet to wood carve together; the Forty-Niners Social Dancing Club and the Shuffle-Board Club.

The civic affairs chairman reports on the current crusade for benches at bus stops. Mrs. Tompkins gave herself this title when, during an impassioned plea for benches at a meeting of the city council, the mayor of the town suddenly asked her who she was and who she represented. "Why, I am chairman of civic affairs for the Senior League." Duly impressed the mayor and council went on listening to the need for benches for the older people who had to wearily wait for buses.

Many Senior Leaguers attend meetings of the city council and write letters to their councilman when subjects relating to their welfare are under discussion, such as the needed benches or a new community center. Not only are they learning how their town is run, but they feel they are taking an active part in civic affairs.

This interest in community affairs gives Senior League members a feeling that the club is doing worthwhile things, and they take pride that their organization is becoming known in Berkeley as a group of older people concerned and interested in their community.

This feeling of concern also extends to national affairs. The other day all of the members, hearing about a threat to our national park system, chipped in a nickel apiece to wire the senator from California, urging his help in preserving our national parks and monuments.

Interest in the welfare of others keeps people, especially those living alone, from becoming too self-centered. There is satisfaction in doing something for others in need of help. Our Senior Leaguers learned that patients in the county hospital were without dresses to wear when able to be out of bed. They rounded up some used clothing and at Christmastime made nineteen new cotton dresses for one hospital ward. Attractively wrapped, the dresses—with some bed jackets and socks—arrived in time to make it a happier Christmas for many otherwise forgotten patients.

The club also sets aside an occasional day when members help each other with hat remodeling and clothing alterations. As one woman said, "I live alone and I can't tell how long my skirts should be. It certainly is a help to have Mrs. Swanson turn up my hem. In return I helped her with a new spring hat she was making."

Other league members with special skills and hobbies give demonstrations in flower arranging, corsage making, water coloring, and sandwich making. Once a year a city-wide hobby show for senior citizens enables all hobbyists to show off their treasures and talents. One woman in her eighties does water colors, but she became so interested by the textile painting of a fellow hobbyist that she joined a textile painting class and added another hobby to her interests. Said she, "I like to keep learning new things, it keeps me from getting old!"

Age in a senior citizen club need no longer be measured by the number of birthdays a person has had, but by how many interests they have. A recreation program for older people provides them with a means of sharing these interests and acquiring new ones.

For recreation leaders this is an expanding area of opportunity, to help older men and women to be vital, contributing members of their families and the community.

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SERVICE PROJECTS FOR OLDER PEOPLE

Two basic questions: What is your community doing for its senior citizens? What are the senior citizens in your community doing for others?

A survey of their ninety-one groups for older people has been made by the Committee on Recreation for Older People, Education-Recreation Division of the Health and Welfare Council, Inc., 311 South Juniper Street, Philadelphia 7, Pennsylvania, to find the answer to the second question. The reports show that senior citizens have been doing much more than having fun. They have been showing much concern for others and have devoted many hours of work toward the well-being of those in need.

The following list may help your own golden-age groups in adding service projects to their recreation programs:

They helped their own members

Sent Sunshine boxes
Visited them when ill or shut-in
Sent flowers
Organized get-well card showers
Wrote to those mourning a loss in their family
Assisted families of deceased members

They cheered other older people

Three visits to Fair Acres Farm at Lima, Pennsylvania
Two visits to old men's home in Lansdale
Wrote letters to lonely oldsters in home for the indigent
Made place mats for Christmas at Fair Acres Farm
Made quilts for old folks home
Decorated Easter eggs for aged sick and shut-ins in Bethel Lutheran Church

They worked for the hospitalized

Made surgical dressings for Chestnut Hill Hospital and Germantown Hospital
Made swabs for the county tuberculosis clinic at Norristown
Made cancer dressings for Philadelphia Cancer Association
Mended for Elm Terrace Hospital
Knitted squares for afghans for Valley Forge Hospital and Red Cross
Made scrap books for Valley Forge Hospital, Lansdale Hospital, Children's Heart Hospital and St. Christopher's Hospital
Made three afghans for amputees at Valley Forge Hospital
Packed two large baskets of candy, books, cards, games, writing materials, and so on, for Valley Forge Hospital
Hemmed 200 towels, 48 draw sheets, 40 nurses' caps, 100 packs for Oncologio Hospital

They cared for little children

Made clothing for a family of eleven children
Made scrap books for children in Philadelphia Hospital for Contagious Diseases
Made toys for Salvation Army Day Nursery on Third Street
Made stuffed toys and scrap books for Rivercrest Preventorium and Children's Presbyterian Orphanage
Made soft toys for children's ward at Chestnut Hill Hospital
Gave Easter baskets to Odd Fellows' Orphanage
Worked for Rosa Fels Doll Project in North Carolina
Made baby blankets for overseas
Supervised tot-lot program in summer
Mended toys and dressed dolls for children in settlement houses
Sewed for Red Feather agencies

They gave money for worthy causes

Twenty dollars to Salvation Army
Fifteen dollars to Osmond Post Welfare Fund (VFW)
Five dollars to Olney Times Cheer Club
Five dollars to Red Cross
Twenty-five dollars to Ethical Society
March of Dimes
Allied Jewish Appeal
Community Chest

They participated in fund-raising events

Made articles to sell at settlement fair
Made articles and helped with church bazaars
Made articles and helped with YWCA bazaar, World Fellowship, and so on
Solicited for Community Chest

They found still other ways to help

Knitted scarves and sweaters for overseas
Crocheted afghans for needlework guild
Made favors for indoor sports Christmas party
Gave Christmas baskets to two needy families
Folded church bulletins, stuffed envelopes
Sewed on buttons for home department of church
Made three quilts, one for Tabor House, two for convalescent home in Collingdale

Listening and Viewing

Educational Television Progress

Educational television can look back on 1954 as a period of growth. During the year, ETV expanded from two stations with less than fifty hours of programming to eight that telecast nearly two hundred hours a week. Two more ETV stations opened during January, eleven are building, plans are well advanced for an additional twenty-three and more than one hundred other communities are working for educational stations. By the end of 1955 about 36,000,000 Americans will live within range of educational TV stations, according to the National Citizens Committee for Educational TV.

In Pittsburgh, ETV station WQED had a busy year. It received grants for two new program series and extended its "High School of the Air" courses to a wide audience which included prisoners in the Allegheny County Workhouse at Blawnox. The Maurice and Laura Falk Foundation gave WQED $13,050 for a political science series and the Pittsburgh Rotary Club donated $1,000 for a teen-ager series.

Business Film Survey

The results of a survey on business films were released recently by the film committee of the Association of National Advertisers. The survey of 157 nontheatrical films, representing a total investment of $12,000,000, reveals the following:

1. The typical company spends only 4.6 cents to obtain an average of twenty-six minutes of a viewer's time to tell the company's story. The cost per viewer can drop to as low as three mills over the life of a film if a good film is made for a broad, general-purpose audience.
2. It's possible to produce successful nontheatrical films for $25,800—the median cost in the survey.
3. A film can be expected to reach an audience of 276,036 in a year although audiences of up to 4,548,000 have been booked depending upon the nature of the story and the target audiences.

For further information write to the Association of National Advertisers, 285 Madison Avenue, New York 17.

Sioux City Radio Shows

The department of public recreation in Sioux City, Iowa, believes in far-reaching public service and public relations. During 1954 it put on a weekly public service program, "Recreation Revue," through facilities of KCOM, highlighting its various activities. This program was broadcast for forty consecutive Sundays with one hundred thirty-eight participants. In addition, it gave a summer series, "Champtime," utilizing youngsters from the playgrounds, music groups, swimming and tennis classes.

New Astronomic Instrument

A new dimension in astronomical education arrived recently when New York City's Hayden Planetarium installed a new electronic "sight-and-sound" console, the only instrument of its kind in the world. The new control unit was acquired in order to expand the scope and precision of the planetarium's sky presentations, to keep pace with man's rapidly growing knowledge of outer space and with the great developments in entertainment techniques.

Films

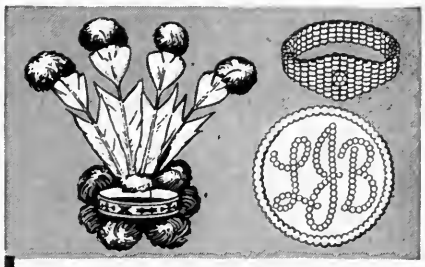
• A bibliography of conservation films, obtainable for rental and purchase from a large number of private and governmental concerns, is available from National Wildlife Federation, Servicing Division, 232 Carroll Street, Northwest, Takoma Park, Washington 12, D. C.

• The Cleveland Film Council is now publishing an official monthly bulletin entitled *News Flickers*. Editor is George Shusta, Jr., of the Cleveland Electric Illuminating Company. For free copy write Virginia Beard, Cleveland Film Council, 400 Union Commerce Building, 925 Euclid Avenue, Cleveland 14, Ohio.

• The importance of leisure-time activities is stressed in *Better Use of Leisure Time*, produced by Coronet Instructional Films, 65 E. South Water Street, Chicago 1.

• The British Information Services is offering interesting films, among them *Amenu's Child* (33 minutes, 16mm., sound). This is a story of how an African Gold Coast tribe freed itself from the superstitious influence of medicine men and fetish priests and adopted modern health habits. The film was a winner in both the Edinburgh and Venice International Film Festivals.

Also available are: *The Road to Canterbury* (23 minutes, 16mm., color, sound), depicting the route of the medieval pilgrims over the great Roman thoroughfare; *The Thames — From Royal Windsor to Tilbury* (10 minutes. 16mm., technicolor, sound), with brief visits to the historic sites along its banks; and *Bannister's 4-Minute Mile* (6 minutes, 16mm., sound), an excellent aid to track training. Address: 30 Rockefeller Plaza, New York 20, or local offices in Chicago, Washington, D. C., San Francisco or Los Angeles.



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PERSONNEL

SUPERVISION—PRINCIPLES AND METHODS

W. C. Sutherland

In a new book of the above title by Margaret Williamson,* the author—an experienced student of supervision—has made a unique contribution to literature on this subject by emphasizing the growth patterns of individuals, as well as techniques and methods as channels for work motivations. This book belongs in every supervisor's professional library. The following few points — with condensed explanation — give some idea of the value of its contents.

Administration—This is the process by which the aims of an organization are determined, and plans made and carried out for achieving them. The ideas, feelings and experiences of people are the materials of the administrative process because the organization is people. The relationship with and between people is the real focus of administration. Administration consists not only of building organizational machinery. That the workers feel that they are an important part of the whole, and not an isolated segment, helps them to work at their individual and collective best.

What Supervision Is—It is essentially a matter of the relationship of people; it individualizes workers as persons to be helped in the doing of their respective jobs. The expression "supervision of program, or building" may lead falsely into an overseeing function and losing sight of the human element. The art in supervision is primarily the building of creative human relationships. Supervision has been broadened from overseeing to an educational function and at times to actual teaching.

Job Description—A written job description is necessary for every worker that he may know his duties and responsibilities and see clearly the relation of his work to the total program. Even volunteers should be selected carefully and for specific jobs. Jobs should exist and descriptions written up to avoid hit or miss recruiting and confusion in the work situation. The volunteer needs about the same amount and type of consideration as the paid worker. Volunteers are people too. They should be encouraged and helped to make their own unique contribution.

Interpretation of Policy—This is essential, and operations should keep faith with policy. Careful statements of personnel policy enhance the dignity and significance of jobs and aids recruiting.

How Workers Learn—Workers learn best by doing, and they learn with their feelings as well as with their minds.

The Supervisor Learns—No supervisor should feel he has finished, has nothing more to learn. The opportunities for learning never cease.

Supervision is an art—an art that can be developed on higher and higher levels of expression. Its development will call for the mastery of certain techniques and the acquiring of an expanding body of knowledge. Just as there is no such thing as a finished artist, so nobody has the last word about supervision; the good supervisor is continuously a learner. Classroom study and related field work practice do not guarantee good supervisory practice.

The Secondary Leader—The supervisor may assume the role of secondary leader as he assists the group leader so he does not work alone. This does not mean an experienced to an inexperienced relationship but rather a partnership of two roles needed to carry out a joint enterprise. This secondary leadership function is essential in every supervisory relationship to be carried on by the supervisor along with teaching and administrative responsibility according to the needs of the situation. The primary leader working close to the situation needs the free and more detached thinking of the secondary leader. The two persons together provide a basis for moving forward objectively.

The Interview—The interview is a joint quest, not an inquisition or an imposition. Two persons coming to do business together is not all, more important are the feelings in the experience. Preconceived impressions of each other's role may influence the building of the relationship between them. The interviewer is not a symbol but a real person. He has the advantage of security in his position, the organization is back of him. He knows a lot about the situation and feels at home. The other person comes alone, unprotected, and without eminent relationships and dependable inside information. The interviewer is a good listener and knows when and how much to talk, what questions to ask and how to direct them. It is up to him to guide and control the interview and to terminate it appropriately. No one set of techniques will apply to every interview.

Supervisory Visits and Conferences—The supervisor prepares for his visit for observation on the job. Things to watch for are: (1) the kind of relationship the worker has with the group; (2) evidences of cohesion or lack of it; (3) worker's interactions and leader's reaction to behavior of individuals; (4) evidences of democratic procedure; and (5) quality of program. Visits should not be hit and run affairs.

Attitudes and Conditions—Not many things can be standardized in working with people because of their unpredictability. Relaxation is essential to self expression, people must feel at ease to get close to each other's thoughts. Be-

* Woman's Press, 425 Fourth Avenue, New York 16. Pp. 170. $3.00.

MR. SUTHERLAND *is the director of the NRA Recreation Personnel Service.*

ware of the outworn concept of authority which underscores the "super" in supervision. "Super" is not for power over, but the right to serve. Keep the vision in supervision.

The first step in understanding others is understanding self, and that self-orientation, self-discipline, self-evaluation are essential to security, serenity and effectiveness.

Evaluation—The chief function of evaluation is to help the worker to do a better job to the end that programs may be enriched and the quality of services improved.

Conditions and principles in evaluation: (1) accept evaluation as a natural element in the supervisory process; (2) the job performance should be judged by and in relation to the job description; (3) the self-respect and confidence of the worker should be protected; (4) the supervisor must face up to his contribution to the success or failure of the worker; (5) if termination is indicated, the surgical operation should be clean; (6) evaluation substitutes an orderly process for casual, hit-or-miss estimates of workers; and (7) it enables the worker to get a perspective of his own progress.

Summary—Supervision is an adventure in human relationships; its potentialities are limitless in terms of personal growth and satisfactions. It can break, or it can build. The successful supervisor is "a stable, secure individual free from the need to impose his drives on others . . . flexible enough to share responsibilities with others, tolerant enough to accept their foibles, wise enough to see their strengths."

RECENT APPOINTMENTS

Joe G. Brookshire, superintendent of recreation, Alice, Texas; *Ralph E. Carter,* recreation director, Georgia Lockheed Employees Recreation Club, Smyrna, Georgia; *Margaret Collins,* assistant superintendent of recreation, Plainfield, New Jersey; *Laurent J. Fortier,* superintendent of recreation, Watertown, Massachusetts.

David J. Gessner, supervisor of playgrounds and community centers, Recreation Department, Ft. Lauderdale, Florida; *Jack Hans,* superintendent of recreation, Galena Park, Texas; *Stanley Kashuba,* recreation therapy supervisor, Massillon State Hospital, Ohio; *Katherine McIntyre,* executive director, Summer Camp of Central Branch YWCA, New York City.

Binnion D. Parsons, superintendent of recreation, Garland, Texas; *Beverly Rodenheber,* recreation director, New Jersey State Reformatory for Women, Clinton, New Jersey; *Edmund W. Shea,* assistant director, Division of Recreation, Welfare and Planning Council of Dade County, Miami, Florida; *Alfred P. Strozdas,* superintendent of parks and recreation, Dayton, Ohio.

IT'S A DATE

February 10-12—Fifth Annual Industrial Music Clinic, Purdue University. Discussions and workshop for music directors, recreation specialists, personnel directors and so on. Industrial Music Clinic, c/o Musical Organizations, Hall of Music, Purdue University, West Lafayette, Indiana.

February 24—Southern Illinois Folk Festival, Southern Illinois University. Demonstration of folk songs, music, dances, legends, arts and crafts. John Allen, Area Services, Southern Illinois University, Carbondale, Illinois.

March 6-12—Girl Scout Week. Theme for 1955: "Believe, Belong, Build."

March 6-9 — Mid-Continent Regional Park and Recreation Conference, University of Minnesota Center for Continuation Study. To cover all facets of the park and recreation field. Fred Berger, Director of the Center for Continuation Study, University of Minnesota, Minneapolis 14.

March 13-19 — Kentucky Recreation Workshop, Kentucky Dam Village, Kentucky. Featuring crafts, folk dances, games and folklore, nature study, sketching, songs and recreation philosophy. Miss Alda Henning, Experiment Station, Lexington, Kentucky.

March 13-20—Camp Fire Girls Birthday Week. Theme for 1955: "Let Freedom Ring!"

March 16-18—Southeast District Recreation Conference, Whitley Hotel, Montgomery, Alabama.

March 16-19—Middle Atlantic District Recreation Conference, The Inn, Buck Hill Falls, Pennsylvania.

March 22-25 — Great Lakes District Recreation Conference, Pantland, Grand Rapids, Michigan.

March 22-25 — Midwest District Recreation Conference, Fort Des Moines, Hotel, Des Moines, Iowa.

March 23-26—Southwest District Recreation Conference, Biltmore Hotel, Oklahoma City, Oklahoma.

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Table Tennis alone takes less precious space than almost all sports! Even volleyball requires 150 sq. ft. of floor space per player, to Table Tennis' 49. And, no permanent installation is required. Any well lighted room serves admirably, and in minutes you convert a room to Table Tennis, because Harvard tables are made for quick set-up and removal.

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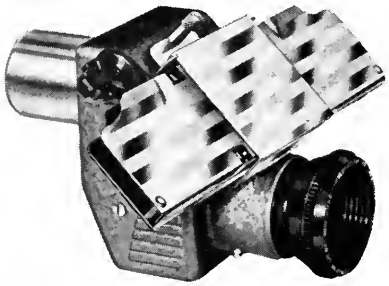
MARKET NEWS



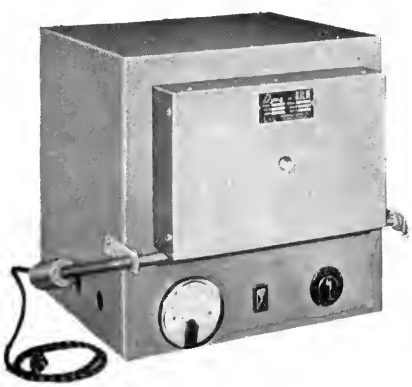
Viewpaque, an attachment for Viewflex slide, or slide and filmstrip projectors, is a new visual tool for hobbyists, photo enthusiasts, collectors, lecturers. It projects opaque objects of any size clearly in full-screen size. Stamps, coins, charts, snapshots, drawings, plans, newspaper clippings, song cards, and so on, can be shown to large audiences—or it can be used for close-up study of small detail. Viewflex, Inc., 35-01 Queens Boulevard, Long Island City 1, New York.

Fiberglas Acoustical Tile provided an unusually high degree of sound control plus an attractive decorative treatment in the new Hotchkiss School swimming pool at Lakeville, Connecticut.

In designing the pool, the architects sought a new solution to the inherent problems of high humidity and reverberation of sound. Sono-faced acoustical tile—Fiberglas covered with a plastic film—met their requirements of a product with a non-painted surface, desirable acoustical and thermal insulating properties, good light reflectivity and imperviousness to moisture. Owens-Corning Fiberglas Corporation, 16 East 56th Street, New York 22, New York.

Wilhold Glue in a new Dip'n Dab dispenser bottle is a boon to hobbyists. Without removing the lid, the Dip'n Dab applicator may be pulled out with a small amount of glue on the tip. The applicator is brush-shaped to make a handy spreader and, when returned to the bottle, it is self-sealing for storage. Wilhold Glue is an odorless, white liquid glue which dries colorless and stainless and is non-inflammable. Wilhold Products Co., Chicago 44, Illinois, or Los Angeles 31, California.

Gunver Corner Clamp is a handy pocket-size clamp which holds mitered, tenoned or butt corners into a tight right angle joint for gluing, welding, dowelling and other fastening operations. This clamp provides a firm grip on mouldings and picture framing stock as well as conventional materials. The Gunver Manufacturing Company, Hartford Road, Manchester, Connecticut.

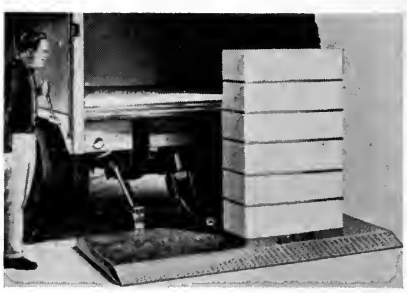


Dyna-Kiln for enameling, Model E 49, has such features as a pyrometer for visual temperature reading, and an input control switch which enables the operator to control the rate of speed of firing to the maximum point and makes it possible for kiln to quickly recover temperature lost in opening and closing the counterweighted door. It is equipped with Dyna-Glow elements and porcelain element holders which offer improved firing qualities, eliminate electrical shock hazards, facilitate element replacement and, according to the manufacturer, last longer.

The kiln's firing chamber is 4 inches high, 8½ inches wide, and 8¼ inches deep. L & L Manufacturing Company, Chester, Pennsylvania.

Ping-O-Ball is the new fast-action game for adults and children which resembles ping-pong, but does not demand the lavish space and special table needed for that game.

The equipment includes two paddles, two regulation balls and the Ping-O-Ball hoop which can be set up on any kitchen, dining room or bridge table, or a regulation tennis table. Object of the game is to place the ball back and forth through an elongated steel hoop, rather than over a net. Other rules are similar to table tennis. Zenith Toy Corp., 57 Thames Street, Brooklyn 37, New York.



Frate-Gate, an elevating end-gate designed for installation on the rear of a 1½-ton or larger truck and semi-trailers, lifts or lowers loads up to 2,000 pounds. It makes it possible for one person to handle most loading. Full-power operation, including power closing, complete safety controls, and simplified design for easy maintenance are major Frate-Gate features. Write Customer Service Department, St. Paul Hydraulic Hoist, Wayne, Michigan, for further details.

Books & Pamphlets Received

AMERICAN MUSEUM OF NATURAL HISTORY, THE: Eighty-Fifth Annual Report, July 1953 through June 1954. The American Museum of Natural History, Central Park West at 79th Street, New York 24. Pp. 94. Sent to members of the museum upon request.

BLUEPRINT FOR DELINQUENCY PREVENTION. New York State Youth Commission, 66 Beaver Street, Albany 7, New York. Pp. 30. Free.

CHALLENGE TO MEDICAL EDUCATION, THE, Robert M. Cunningham, Jr., Public Affairs Committee, 22 East 38th Street, New York 16. Pp. 28. $.25.

COMPARATIVE DATA ON FINANCES AND PERSONNEL OF PUBLIC RECREATION AGENCIES, 1954-1955. State Recreation Commission, 721 Capitol Avenue, Room 609, Sacramento 14, California. Pp. 51. Limited number of copies available on request.

COUNSELING WITH YOUNG PEOPLE, C. Eugene Morris. Association Press, 291 Broadway, New York 7. Pp. 144. $3.00.*

EDUCATION IN A TRANSITION COMMUNITY, Jean D. Grambs. The National Conference of Christians and Jews, 381 Fourth Avenue, New York 16. Pp. 124. $.25.

FIELD STUDY OF PLACE, THE: A Practical Guide, A. J. Wraight. The University Press of Washington, D. C., Munsey Building, Washington 4, D.C. Pp. 98. $2.25.

FIRST AID—WHAT TO DO WHILE WAITING FOR THE DOCTOR. Metropolitan Life Insurance Company, One Madison Avenue, New York 10. Pp. 33. Free.

FOOD FOR THE FAMILY. Metropolitan Life Insurance Company, One Madison Avenue, New York 10. Pp. 16. Free.

HOBBYCRAFT FOR EVERYBODY, Glenn A. Wagner. Dodd, Mead & Company, 432 Fourth Avenue, New York 16. Pp. 96. $2.95.

JUNIOR COLLEGES AND SPECIALIZED SCHOOLS AND COLLEGES: Second Edition, 1955. Porter Sargent, 11 Beacon Street, Boston, Massachusetts. Pp. 334. Cloth $3.30 ($3.00 cash); paper, $2.20 ($2.00 cash).

MAGIC FOR BOYS, G. Sherman Ripley. Association Press, 291 Broadway, New York 7. Pp. 183. $3.00.*

MORE GOLF SECRETS, H. A. Murray. Emerson Books, Inc., 251 West 19th Street, New York 11. Pp. 160. $2.50.

PICTURE OF EVEREST, THE. E. P. Dutton & Company, Inc., 300 Fourth Avenue, New York 10. Unpaged. $10.00.*

SCHOOL BOARDS—THEIR STATUS, FUNCTIONS AND ACTIVITIES, Charles Everand Reeves. Prentice-Hall, Inc., 70 Fifth Avenue, New York 11. Pp. 368. $3.95.*

SICKNESS AT YOUR HOUSE? Metropolitan Life Insurance Company, One Madison Avenue, New York 10. Pp. 29. Free.

SOCIAL WORK PRACTICE IN COMMUNITY ORGANIZATION, Helen D. Green. Whiteside Press, Inc., 425 Fourth Avenue, New York 16. Pp. 253. $4.00.*

STARTING THE SECOND HALF CENTURY: Annual Report for the year ending September 30, 1954, Gertrude Folks Zimand. The National Child Labor Committee, 419 Fourth Avenue, New York 16. Pp. 18. Free.

TEAMWORK CAN PREVENT DELINQUENCY. New York State Youth Commission, 66 Beaver Street, Albany 7, New York. Unpaged. Free.

TREASURES OF THE EARTH, Fred Reinfeld. Sterling Publishing Company, 215 East 37th Street, New York 16. Pp. 156. $2.95.

UNFINISHED TASK OF SOCIAL WELFARE IN CANADA, THE. (Reprint from Proceeding of Canadian Conference on Social Work, 14th Biennial Meeting, Toronto, June 24-26, 1954), R. E. G. Davis. The Canadian Welfare Council, 245 Cooper Street, Ottawa 4, Canada. Pp. 16. $.25.

WALT DISNEY'S LIVING DESERT, Jane Werner and the Staff of the Walt Disney Studio. Simon and Schuster, Inc., 630 Fifth Avenue, Rockefeller Center, New York 20. Pp. 124. $2.95.*

WASHINGTON STATUTES RELATING TO PARKS AND RECREATION, Ernest H. Campbell and Henry D. Ambers. Bureau of Governmental Research and Services, University of Washington, Seattle 5. Pp. 121. $2.00.

WHITE MANE, Albert Lamorisse. E. P. Dutton & Company, Inc., 300 Fourth Avenue, New York 10. Unpaged. $2.75.*

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* These publications are available from the National Recreation Association at list price plus fifteen cents for each book ordered to cover postage and handling. *Active Associate and Affiliate Members of the Association receive a ten per cent discount on list price.* Remittances should accompany orders from individuals; organizations and recreation departments will be billed on their official orders. Address orders to Combined Book Service, National Recreation Association, 8 West Eighth Street, New York 11, New York.

Magazine Articles

CAMPING MAGAZINE, *November 1954*

What is Your Health and Safety IQ? Eight Steps in Evaluating Camp Personnel, *Richard E. Stultz.*

Your Day-by-Day Public Relations Program, *Lou H. Handler.*

Your Camp Feeding Program, *George Fauerbach.*

JOURNAL OF HEALTH, PHYSICAL EDUCATION AND RECREATION, *December 1954*

Christmas in the Capital, *Edward H. Thacker.*

National Conference on Facilities, *Caswell M. Miles.*

A Dual Purpose Stadium, *Eugene Hansen and Ralph Stocker.*

School Play and Game Areas, *Genevie Dexter.*

Recreation on Wheels, *Roland C. Geist.*

PARK MAINTENANCE, *November 1954*

Soil Paths But No Mud.

December 1954

Education Is Best Cure for Vandalism, *W. Drew Chick, Jr.*

Road Binder From Sulphite Waste of Pulp Mills, *Robert P. Willson.*

Prevailing Fee Schedules Charged By State Parks.

PARKS AND RECREATION, *December 1954*

Our National Shame, *Ira B. Lykes.*

The Birds' Christmas Tree, *Katie Casstevens.*

Building and Operating Outdoor Artificial Ice Rinks, *George B. Caskey.*

Lengthening the Life of Your Equipment with Proper Maintenance, *Lee M. Hall.*

THE GROUP, *December 1954*

Recreation and the Welfare Dollar, *Alan F. Klein.*

Kurt Lewin on Adolescence, *Gordon Hearn*

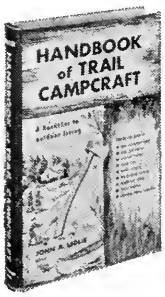
Arts and Crafts as a Group Centered Program, *Ruth R. Middleman.*

NEW PUBLICATIONS

Covering the Leisure-time Field

Handbook of Trail Campcraft

John A. Ledlie. Association Press, 291 Broadway, New York 7. Pp. 187. $4.95.*



This book is the result of five years' research and testing of material, collected and prepared by sixteen educators and outdoorsmen.

Other excellent books are available on campcraft, but most of them are written for the individual. This one is for the camp staff and would be excellent for training purposes. It is planned around units of experience, beginning with the simplest, such as a hike and cookout, and goes through more advanced units or two-week trips, including an excellent unit on a canoe trip.

Detailed breakdowns on these units of experience in terms of objectives, preparations and planning, skills, necessary leaders and equipment needed, and sources of information are valuable aids to organizing a successful trail campcraft program.

The book is fully illustrated with photographs and drawings, includes menus, charts, what-to-take lists, as well as a bibliography of books and films. Recommended.

How to Be a Successful Teen-Ager

Dr. William C. Menninger and others. Sterling Publishing Company, 215 East 37th Street, New York 16. Pp. 256. $2.95.

"The more you really know and understand about yourself," Dr. Menninger tells the teen-age reader of this new book, "the better you can manage yourself and your life. The more you understand about people, the better you can get along with them and with yourself."

It is good to hear from Dr. Menninger again. Nationally and internationally known authority on mental health and one of the heads of the famous Menninger Clinic in Topeka, Kansas, he is no stranger to the recreation profession. He gave a striking address at the National Recreation Congress in Omaha in 1948 which was published in RECREATION and has been distributed ever since in reprint form. He has just become a board member of the National Recreation Association.

The purpose of this book is to contribute to the easing of the strain of teen years and to show how they may become years of growth and accomplishment. He and his fellow authors are in continuous contact with young people, and know the problems and questions of youth. Their answers present facts that you can trust. Illustrated with charming drawings, the text covers such topics as: understanding yourself, exploring your personality, how to solve your problems, making and keeping friends, how to live with parents, growing up socially, understanding sex, and others. A top-notch reference book for today's teen-agers, or for their counselors.

Taking Hold of Television

Roger S. Hall. Hermitage House, Inc., 8 West 13th Street, New York 11. Pp. 119. $3.50.

If you are planning to tell your story over TV, hoping to use this medium for spot announcements, to present a show or to conduct a program, this is the manual for you. Written to be of practical use to the small agency or organization without a professional public relations staff, it contains suggestions on all phases of this subject, factors and situations which any agency can take advantage of, and pointers based on the experience of all kinds of agencies who have been doing this for some time.

Some of the topics covered are: what TV can do for the agency; how agencies can work together; TV committee; TV workshop; the TV station and its people; spots; integrations; using films on TV; formats, including interviews, panels, "variety" skits, news programs, dramatizations; props and visuals; scripting; and budget.

The author, assistant national director of Visual Aids Service, National Council, Boy Scouts of America, has recently completed thirteen shows on scouting, made in Hollywood for national TV use.

Speed-A-Way

Marjorie S. Larsen. Burgess Publishing Company, 426 South Sixth Street, Minneapolis 15, Minnesota. Pp. 46. $1.00.

Speed-A-Way is a new combination game especially suited for girls of junior high school level, but it may also be played by boys and by girls of high school or college level. It was invented by Marjorie Larsen, chairman of the girls' physical education department at Edison High School in Stockton, California. Miss Larsen started out to find a game that would serve as a leadup for field hockey, but the game as it now stands is a combination of soccer, basketball, speedball, fieldball and hockey. The rules of these games have served as a basis for Speed-A-Way.

The game is played by two teams of eleven players using a soccer ball—on an area just the size of that used for field hockey. The skills are not difficult; there is opportunity for vigorous activity, also competition and team play; and best of all, it is greatly enjoyed by the players. The rules are clearly explained. The safety angle has been emphasized, and several contributing editors have worked out valuable teaching hints for practicing techniques of the game.

Recreation leaders should find it the answer to "where can I find a new team game for girls—one that is active, not too difficult, and can be played out-of-doors?"

It is a good game and can be recommended for girls.—*Helen M. Dauncey*, Katherine F. Barker Memorial Secretary for Women and Girls, NRA.

* See footnote on page 95.

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Recreation Leadership Courses

Sponsored by the National Recreation Association

and

Local Recreation Agencies

February, March and April, 1955

HELEN M. DAUNCEY Social Recreation	Greenville, Mississippi February 7-10	E. M. Ward, Recreation Director
	Tempe, Arizona February 28-March 3	Miss Anne Pittman, Women's Physical Education Department, Arizona State College
	Pasadena, California March 21-31	Edward E. Bignell, Director of Recreation, 1501 East Villa Street
	Los Angeles County, California April 11-21	B. P. Gruendyke, Superintendent, Department of Parks and Recreation, 834 W. Olympic Boulevard, Los Angeles
ANNE LIVINGSTON Social Recreation	Lumberton, North Carolina February 7-10	Miss Virginia Gregory, Recreation Specialist, North Carolina Recreation Commission, Education Building Annex, Room 134, Raleigh
	Griffin, Georgia February 14-17	George S. Gentry, Jr., Recreation Director
	Milstead, Georgia February 28-March 3	James F. Snider, Callaway Mills Company
	Manchester, Georgia March 7-10	C. V. Blankenship, Callaway Mills Company
	Cicero, Illinois March 14-17	Alan B. Domer, Executive Director, Cicero Youth Commission, 5341 W. Cermak Road
	Emporia, Kansas March 21-24	James A. Peterson, Superintendent of Recreation, 120 West Fifth Avenue
MILDRED SCANLON Social Recreation	Columbus, Ohio February 14-17	Dorothy Jones, Recreation Supervisor, Department of Public Recreation, City Hall
	Pensacola, Florida February 21-25	Dr. Robert L. Fairing, Head of Department of Citizenship Training, General Extension Division of Florida, University of Florida, Gainsville
	St. Petersburg, Florida February 28-March 3	
	Tampa, Florida March 7-10	
	Dade County, Florida March 14-17	
	Hollywood, Florida March 21-24	
	White Plains, New York March 28-31	Carl Waite, Commissioner of Recreation, Administration Building
GRACE WALKER Creative Recreation	St. Louis, Missouri February 7-10	John A. Turner, Recreation Superintendent, Municipal Courts Building
	Pasadena, California February 28-March 3	Edward E. Bignell, Director of Recreation, 1501 East Villa Street
	Long Beach, California March 7-10	Duane George, Long Beach Recreation Commission, Municipal Auditorium
	Phoenix, Arizona March 14-17	Henry T. Swan, Superintendent of Recreation, 2700 North 15th Avenue
FRANK A. STAPLES Arts and Crafts	Sumter, South Carolina February 7-10	Harry R. Bryan, City Recreation Director
	Greensboro, North Carolina February 14-17	Oka T. Hester, Director, Parks and Recreation Department

Miss Walker will participate in the program of the California State and Pacific Southwest District Conference, February 13-16, 1955, at Santa Cruz, California.

Attendance at training courses conducted by National Recreation Association leaders is usually open to all who wish to attend. For details as to location of the institute, contents of course, registration procedure, and the like, communicate with the sponsor of the course listed above.

RECREATION
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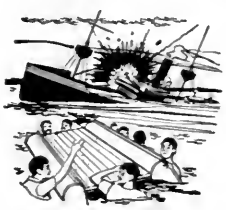
"¡Valiente!" cried the Spanish admiral



He cheered as his launch fished this man and seven more waterlogged American sailors out of Santiago Harbor, Cuba, on the morning of June 4, 1898. This was straining Spanish chivalry to the breaking point, for Richmond Hobson (right) and his little suicide crew had spent the previous night taking a ship into the harbor entrance under a hail of cannonade and deliberately sinking her to bottle up the Spanish fleet.

Hobson was actually an engineer, not a line officer. In Santiago Harbor, he led his first and only action against the enemy. But his cool-headed daring made him as much a hero of the day as Admiral Dewey. And proved again that America's most valuable product is Americans.

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Recreation

Henry Pfeiffer Library
MacMurray College
Jacksonville, Illinois

MAR 8 1955

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Playground Publications

Looking ahead to summer programs? Need materials . . . for playground leadership training courses . . . for volunteer leaders . . . for new personnel . . . for experienced personnel in search of new ideas? These publications are geared to your needs. *Order now!*

Arts and Crafts Book List (P 42) ..... $.15
Extensive listing of references classified by types of crafts.

Craft Projects for Camp and Playground (P 173) ..... .50

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Make Your Own Games (P 124) ..... .25

Make Your Own Puzzles (P 126) ..... .25

Masks—Fun to Make and Wear (P 107) ..... .15

Nature Crafts for Camp and Playground (P 177) ..... .50

Nature Prints (P 180) ..... .25

Simple Frames For Weaving (P 178) ..... .25

Simple Puppetry (P 96) ..... .50
Directions for making and leadership techniques.

Nature Games for Various Situations (P 187) ..... .15

Informal Dramatics; Playground Series: No. 2 (P 100) ..... .50

Inexpensive Costumes for Plays, Festivals and Pageants (P 203) ..... .25
A detailed discussion of inexpensive costumes—how to make them, materials to use, how to costume a play, etc.

Joseph Lee Memorial Pageant (P 58) ..... .25

Pageants and Programs for School, Church and Playground (P 206) ..... .50

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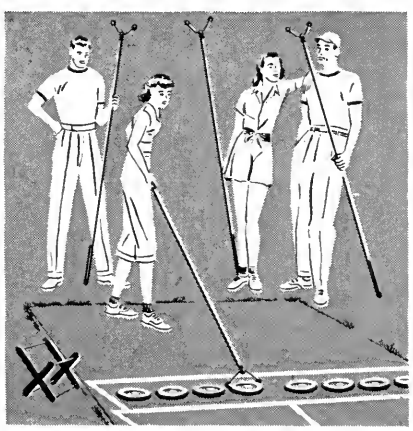

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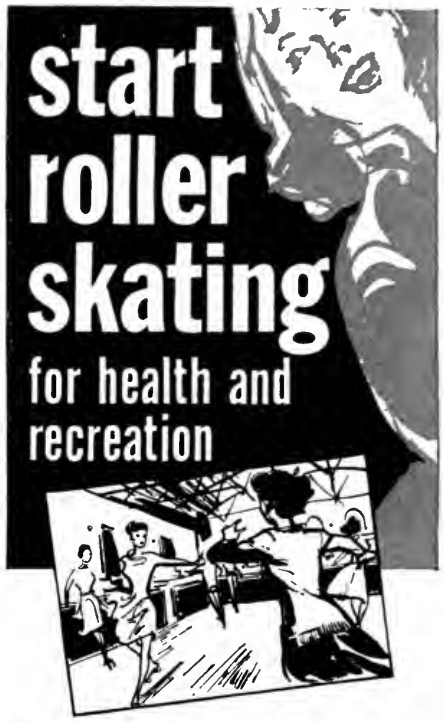

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The National Recreation Association is a nationwide, nonprofit, nonpolitical and nonsectarian civic organization, established in 1906 and supported by voluntary contributions, and dedicated to the service of all recreation executives, leaders and agencies, public and private, to the end that every child in America shall have a place to play in safety and that every person in America, young and old, shall have an opportunity for the best and most satisfying use of his expanding leisure time.

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MARCH 1955

Recreation*

THE MAGAZINE OF THE RECREATION MOVEMENT

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On the Cover

THE DRUMS OF SPRING—In the month of March, attics and closets give up their store of tops, jump ropes, skates, marbles, bicycles; and once more spring sunshine resounds with the renewed exuberance of children's laughter. Photograph courtesy of Greenwich House and Three Lions, Inc., New York City.

Next Month

In April, the annual Playground Issue of RECREATION will carry information to help in planning for summer playgrounds, programs, and leadership. Some of the articles: "New Concepts Behind the Designs of Modern Playgrounds"; "How We Plan Joseph Lee Day"; "Organization of Children's Fiesta Parade"; "Games and Status Experience"; "Practical Techniques for Leadership of Games"; "A New Trend in Playground Training Courses"; how-to-do-it information for crafts and other projects; and the last in the series of articles on "Outdoor Swimming Pools."

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Our GADGETS SET US FREE

Dorothy Thompson

The world has a false picture of America. Foreigners see us — and in this they are correct—as the most highly developed and advanced technological society. We are a country of mass production, achieved by the greatest division of labor, in which each worker is confined to a single process. Numerous European writers depict every American as a cog or an expert, as a mechanical man. The individual, they ruminate, is absorbed in the work process.

The perfection of technology, they therefore argue, leads to a centralized collectivist society since it is impossible to "put the clock back" to a simpler, more individualistic age. I should like to offer a counterthesis: that in America technology is leading, and will increasingly lead to more decentralization, greater self-sufficiency of the family unit, and that the future promises to be basically and spiritually more like the world of our grandparents, that the American is rapidly recovering his amateur status in life as a whole, and that the very gadgets that European intellectuals despise are encouraging the restoration of a more whole person, who puts to use manifold gifts and ingenuities.

When Emerson wrote, a twelve-hour day and six-day week were usual. Man was absorbed in his subdivided function during all his waking hours. Today technology enables him to produce and earn several times as much in half the time.

What do Americans do with the time that technological development has handed back to them?

In the conventional picture they sit at television sets, go to movies, play canasta, and that is about all. In reality, although they do all these things, they also paint pictures, make inventions, decorate and even partially build their own houses, landscape gardens, make their own clothes. The scholar prides himself as a cook; the garment worker attends art classes; the physician fiddles in an amateur orchestra; the advertising executive makes the furniture for his children's playroom. Technology has not only given him time to do so, but every day in the week it is furnishing him with new tools to help him work for himself.

Half of all the gadget patents issued in this country go to basement and garage "inventors" whose paid work is unrelated to invention or even to science. The American genius has never been confined within scientific laboratories.

If Sunday painters rarely produce distinguished works of art, some occasionally do — in America as well as in France. They don't paint, however, for money or for fame, but as an outlet for creative energy. Sometimes they are discovered by critics, dealers or museum directors, as Grandma Moses was discovered, to charm two continents. The President of the United States loves to cook, and is, by all accounts, very expert at it. And I know businessmen, writers, artists, journalists and university presidents who would rather discuss the Gourmet Cookbook than their own professions.

The professional cook, as a household domestic, has all but vanished, but American cookery has not thereby declined. Women who "never boiled an egg," and "career" women at that, whip up four-course meals with professional attention to balance and taste in the menu.

The American home has again become a great work center for self-impelled persons, working for their own pleasure and profit.

Check on the sales of the mail-order houses, who advertise pages of power-driven tools for carpentry. Last year, from such houses and other firms, $100,000,000 worth of such tools were sold to homeowners who are not carpenters and who spent upwards of three billion dollars for materials to be self-fabricated.

No country produces by virtue of division of labor as comely well-cut clothing as cheaply as does America. But in no other country is there as much home dressmaking! The Singer Sewing Machine Company recently reported that today 30,000,000 American women make some, at least, of their own and their children's clothes. Last year home dressmakers bought over half a billion dollars' worth of yard goods, $51,000,000 worth of notions and novelties, and kept 32,000,000 sewing machines humming. In 1950, the last year for which figures are available, they bought 200,000,000 dress patterns, more than there are people in the United States!

"Do it yourself!" Last year paint firms sold a billion and a half dollars worth of their products; sixty-five per cent of this was put on walls by housewives or their husbands—at a fifth of the cost of hiring someone to do it. Did they do a good job? Certainly. The new paints with a liquid-rubber base, together with rollers and new-type brushes, are almost foolproof for the applier.

Check on the sales of work clothes. Last year clothing manufacturers produced 173,000,000 work pants, overalls and work shirts. Who wears them? The executive, the diplomat, the editor, the salesman. Doing what? Among other

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things, trimming hedges, potting and setting out seedlings and pruning shrubs in eighteen and a half million gardenerless home gardens — and with ingenious tools designed by technology for amateurs.

The farmer used to sell his fatted calves, his buck lambs, his broilers and his fowl on the wholesale markets and then find himself unable to afford to buy meat back at retail. Today the farmer takes out enough to feed his family for a whole season, and puts it into his freezer or rented locker. Farm families are eating today better than they ever did, at less cost because of a simple invention—the freezer.

Thus, the net effect of the division of labor and the enormous efficiency resulting from it is to return man to himself and to his home, and increase, not diminish, his self-sufficiency and range of activities.

The American refuses, now as always, to be confined to one job, one process. Actually, I think our greatest satisfactions are derived from the things that we are not "supposed" to do. Praise me for an article that I have written and I shall be pleased, because I have never written one that wholly satisfied myself. But admire the dainty blanket covers on my guest-room beds; say you never ate a better Bavarian cream; praise the flowers that grew from seed to seedlings to great clumps from window sill to garden; ask me for my recipe for puff paste—*that* will make me blush with pleasure. That will make me realize that I am not a "writer," but a woman who writes, writes for pleasure, writes for a living, but is *not* a writing machine. I laugh at my husband, who, when a critic admires a painting he has made, is likely to add, "But I made the *frame*," the painting being the professional thing that he knows he knows how to do, the frame being the hobby executed by an amateur craftsman.

Recreation is nothing but a change of work—an occupation for the hands by those who live by their brains, or for the brains by those who live by their hands, and we shall yet, I am sure, create that whole society of whole men which Emerson envisioned. And if we accomplish this, at least in large measure, even communism will one day stop in its tracks and take another look around. Man was not meant to live in an anthill, even with the best plumbing.

Editorial

Recreation and the Ultimates

In St. Louis, last fall, the National Recreation Congress dealt with ultimates—character, spirit, freedom, and the creative life, citizenship, victory, democracy, brotherhood —as they are related to recreation. And the relationship was crystal clear. All that we hold dear in our better moments was marshaled before us by leaders qualified to speak with assurance. Whatever roads lie ahead for the recreation movement there was a vantage point! From it we all saw the future beckoning. To it we all can turn when reassurance is needed.

And in the turning there will again rise before us, like flashing challenges, the personal statement of Gaylord Donnelley, one of America's ablest young business statesmen, as to recreation's part in personal, business, and community life; the simple expression of faith of Soichi Saito, one of Asia's spiritual leaders and a representative of a former enemy nation, as to the reconciling and unifying influence of recreation between nations; the unforgettable analysis of C. D. Jackson, who, because of a remarkable experience and awareness of what moves people and nations in war and peace, clearly listed recreation as a basic component of the conviction necessary to victory in the present world struggle; to the overwhelming impact of the message of Dr. James W. Clarke, whose rare eloquence literally lifted the entire Congress to a plane of builders of the cathedral and handmaidens of God.

The pages in those proceedings will recall for you many other messages and many other aspects of the Congress. We commend them to you for reading and rereading. The workshops, the discussion groups, the demonstrations were of a high order. The committee meetings, the ideas, the techniques, the professional problems—on all of these progress was made and great appreciation has been expressed.

It is always satisfying when the housekeeping chores of administrative leadership meet with favor, and we gladly pay tribute to the contribution of hundreds of persons who shared in the conduct of the Congress. But the thing of which we can be proud—the thing that gives meaning to the dedication that has gone into the building of the recreation movement—is that the ultimates were recognized, dealt with, and appreciated at the St. Louis Congress.

May those of you who were at St. Louis continue to find satisfaction from recalling, with the help of those pages, the spirit of that week. For all, this book is full of information on the giant strides of the recreation movement and the basic beliefs which have sparked progress.

The above is essentially the foreword for the *Proceedings* of the 37th National Recreation Congress. We penned it to introduce the written record of what transpired in St. Louis, to focus our minds on the eternal values to which the Congress contributed. But in a very real sense the ultimates so unerringly sketched for us there were not for St. Louis alone, and that is why we refer to them again at this time.

In great cities teeming with millions of people hungry for life, in drab small towns, in lonely rural areas—here, and in the undeveloped lands of the earth; in churches, schools, hospitals, homes and industries; in parks, playgrounds and community centers, wherever gifted workers are guiding people to a richer, more meaningful life through recreation —there the ultimates are being experienced.

As we start our labors in 1955 we can lift our heads as high as our hearts. For recreation leaders and all who support them are dealing with ultimates.—T. E. Rivers, *Secretary of the National Recreation Congress.*

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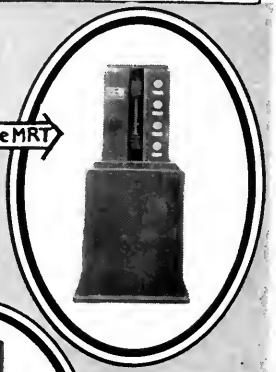

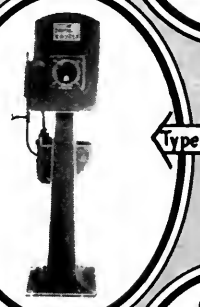

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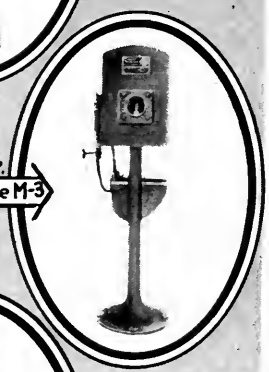

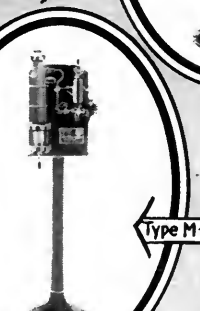

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Letters

Intangible Values

Sirs:

This is to congratulate you on the article by Sigurd F. Olson in the January number of RECREATION. This article to me is an interpretation of what nature and wholesome living can mean to real people and could mean to more people if we had more models to successfully point the way. I would like to meet the writer of this article; he would make a grand companion.

Give us more articles interpretative of our objectives written in such an inspiring manner. The little tot on the front cover of that magazine is going to need a place where such ideas prevail when she grows up.

GRANT D. BRANDON, *818 State Street, Lancaster, Pennsylvania*

"If You Have a Good Ear . . ."

Sirs:

An article in your January issue entitled, "Music Comes to Main Street," by H. W. Heinsheimer, pleased me beyond words. The comment described by Mr. Heinsheimer about a young composer and music teacher, Morton S. Citron, who has a studio in Carnegie Hall, reminds me of an old Chinese saying, "A tutor who knows to suggest instead of pouring the instruction into the ears of his pupil is the best teacher of all."

When I first came to see Mr. Citron, my inferiority complex was deepened to the core and the thought that I had that no one would be able to change my monotonous style of piano playing was inglorious. But it was Mr. Citron who convinced and said to me one day, "If you have a good ear for music and the will to do it, there is nothing impossible." I followed his sound advice and method, and at the same time I listened very carefully to his many ways of euphonizing a melody. Today, after studying with him for less than two months, my technique of syncopating any melody has beautified to a real sense of music.

STERLING CHEN, *Director, Mutra Inc., Exporters — Importers, New York, New York.*

Note to Mr. Orcutt

Sir:

Just read your letter to the editor in RECREATION magazine in December. Permit me to congratulate you for the very clear presentation of facts as they actually exist. We in Pennsylvania agree wholeheartedly with you.

OTT WUENSCHEL, *President, Pennsylvania Recreation Society, Greensburg, Pennsylvania.*

A Master Social Calendar

Sirs:

Your very excellent article, "Taking Stock" in your January issue, was a grand job on a recreation inventory. In fact, your "Idea of the Month" is a gem.

Five years ago the Eastchester Recreation Commission put a Town Master Social Calendar into business. Every organization in the town was asked to appoint a social recreation chairman

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and forward the name to the Commission. At the same time, the organization was asked to forward their social calendar of the year also. All activities were compiled on a master calendar. Whenever any organization wanted to run an additional social activity they would call the recreation office for clearance.

The local newspaper features our calendar in a prominent part of the paper.

The calendar works two ways. We have a list of people to whom we send it—and it is read at all meetings in town. Organizations in the town are no longer bucking each other with their social affairs.

At each meeting in town you will often hear, "Call the Eastchester recreation office for clearance." A very profitable bit of public relations at no cost.

VINCENT D. BELLEW, *Director, Eastchester Recreation Commission, Tuckahoe, New York.*

From Sweden

Sirs:

My experiences from the very nice round-trip [in the United States] in 1948 have been most helpful for my job. As a few examples, shuffleboard, box-hockey and bingo have been introduced here and have become very popular. Jacks are still planned. They are not made here and I have given samples to at least four firms without success as yet; but I am still trying and hope for a solution.

RECREATION magazine is indeed extremely good and the practical hints on different subjects we have made use of many, many times. Just now, we have in-service training in table games both old, as Mah Jong and Backgammon, and new. So, of course, Kalah and Go from the October RECREATION will be taught. By the way, in-service training was the first thing I started on my return.

I was very glad to receive the National Recreation Association report on International Recreation Services sent to me last spring by Mr. Rivers. The Swedish playground movement is still developing as I hope it will always be. I am just on my way to Gothenburg to study the result of a Scandinavian playground competition and to discuss the starting of a Swedish playground association with a first conference in 1955. The next step will be a Scandinavian association and later on perhaps a European one.

There is a great interest in supervised playgrounds in many countries in Europe, but so far there is not very much done except in Denmark, Finland, Holland and Sweden. England is just starting but the interested persons have a great job in convincing people of the importance of trained leaders. Information about other countries I have obtained from visitors who have come to Stockholm both through the U.N. and privately and for an International Conference on Open Air Education in Zurich last year.

Last June the U.N. Technical Assistance Office in Geneva sent me to Finland for ten days to lecture about playgrounds. Helsinki already has quite a good program and in the other big cities people are very interested. It is so interesting to see how similar the problems are and how differently they can be solved according to customs and national distinctions. On this trip our new filmstrip was most useful.

A very strong wish of mine is to get the opportunity to make another visit to the United States and, preferably, to a national recreation congress. Just now I cannot see any possibility of this, but I do hope to find some way to realize it sometime.

STINA WRETLIND-LARSSON, *Superintendent of Playgrounds and Recreation, Stockholm.*

• Mrs. Wretlind-Larsson will be remembered by many in the recreation field for her visits to recreation departments throughout the country in 1948.—Ed.

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Things You Should Know . .

▶ SALARIES FOR RECREATION WORKERS continued to climb in 1954, according to a report of the Recreation Personnel Service of the National Recreation Association. The median salary for recreation executives placed by the service was $5000—an increase of $500 over 1953. A total of 731 positions, 480 with tax-supported agencies, was handled during the year, in addition to which ninety-four placements were made for the military as a part of the Association's defense-related services. Well over one-half of men registered for executive positions required a salary of $5,000 to $5,500; among women registered, salaries of from $4,000 to $5,000 were desired.

Highlights of a comprehensive report on salaries for community recreation workers are appearing in the March issue of the NRA *Associate Membership Letter.*

▶ FREE COPIES ARE AVAILABLE of the 1954 annual report of the Michigan Inter-Agency Council for Recreation. Address the council at: Stevens T. Mason Building, Lansing 26, Michigan.

▶ ADVANCE NOTICE: A NEW POSTER for use in announcing summer program, promoting bond issues or special levies, publicizing program activities will be available about the first of May—to recreation departments affiliated with the National Recreation Association. They will be based on cover design of the Association's annual report for 1954, in two colors, and will be 19¾- by 11⅜-inches — standard size for cards in street cars and buses. They can also be used for TV spots. Charges: ten to twenty-four — twenty cents each; twenty-five to forty-nine — eighteen cents each; fifty to one hundred — fifteen cents each. Special quotes on larger quantities. Watch for picture of the poster and further details in next issue of RECREATION.

▶ A RESEARCH STUDY to determine the value of recreation for chronically ill and aged patients has been launched in a New Jersey hospital under the direction of the National Recreation Association and New York University. Psychological and medical tests will be used . . . general habits and attitudes of the patients will be observed.

▶ THE YOUNG ADULT COUNCIL OF the National Social Welfare Assembly invites cooperation in the United States Assembly of Youth, to be held at Oberlin College, Oberlin, Ohio, September 8 to 13, 1955. The theme for this year will be "Freedom in the Balance." The purpose of the Assembly is to gather together young Americans in the eighteen to thirty age group, and staff members of national organizations, for discussion of some of the most pressing issues facing citizens today. Participants will act as individuals and not as organizational representatives. For further information write to: Young Adult Council, National Social Welfare Assembly, 345 East 46th Street, New York 17, New York.

▶ WATCH FOR the new group accident insurance plan which will be available this spring to baseball and softball teams in the recreation programs of affiliate members of the National Recreation Association. Details will soon be available. This has been specially developed for the association as the best possible type of insurance providing maximum benefits at minimum cost for teams in all age brackets.

▶ NATIONAL SPORTS FESTIVAL will be observed this year during the month of May. Local communities are encouraged to initiate special programs to call attention to the values of sports and recreation in American life. The NRA is one of the national organizations sponsoring the festival.

▶ ARE YOU PLANNING for National Music Week which will be observed May 1 to 8? Send to National Music Week Committee, 8 West Eighth Street, New York 11, New York, for brochure suggesting possible program activities.

▶ A NEW PUBLICATION is *Playground Leaders—Their Selection and Training* by Ray T. Forsberg for the Committee on In-Service Training of NRA's National Advisory Committee on Recruitment, Training and Placement of Recreation Personnel. Publication date of the new manual is March 1 . . . price eighty-five cents.

▶ WE HAVE BEEN SWAMPED with requests for the bound volumes of RECREATION magazine—its early years. Unfortunately we have been unable to fill all of these because our supply was limited. Now it is completely exhausted.

▶ AMERICA IS DEVELOPING a population that will go to school all its life, according to an editorial note in the January 1955 *McCall's.* It states that in ten years grown-up students will out-number those in grades one to twelve. Right now thirty million people — men and women in equal numbers—are taking courses of one kind or another. California leads the field with almost one million enrolled—all free. New York ranks next. About half take "brain" courses, half crafts. People are "learning to be block leaders or aviators, to hunt for deep sea pearls, to get along with their spouses . . . some of them even taking courses in radio listening!"

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Editorially Speaking

"THERE IS A HOBBY FOR EVERYBODY"

April is Hobby Month

Prepare for it Now

Many recreation departments and industries across the country hold an annual hobby show. Some open it to certain age classifications or groups; some make it a city-wide or company-wide affair. If you have missed the boat so far, try one this year. See article, "Include Hobbies and Hobby Shows in Your Program," page 130; also "Hobbies Develop the Executive," on page 112.

Hobby Slogans

The following are suggested by George Sargisson, executive director, Recreation Promotion and Service, Inc., Wilmington, Delaware:

You can do it too, get a hobby! Get a hobby — it's later than you think! People stay where people play—get a hobby! Have fun, be fun, make fun—get a hobby! Be hobby-wise and scrutinize! There's a hobby in your future! Show what you know at the hobby show! Our hobby is fun — what's yours? The place to go—the Hobby Show! What's your hobby? — Let's share it! All for fun, fun for all—Share your hobby. Hobby hours are happy hours! Lobby for your hobby!

Selecting a Hobby

The number of hobbies to choose from seems endless, yet it is possible to find printed materials on almost every subject. Many government agencies stand ready to help the hobbyist. For instance, the Fish and Wildlife Service, Department of Interior, offers Fishery Leaflet 315, *Aquarium Construction in the Home Workshop*; Fishery Leaflet 43, *Care of Aquarium Fishes*; and Fishery Leaflet 165, *Some Aquarium Fishes.* The Rural Electrification Administration, Department of Agriculture, tells how-to-do in an eight-page pamphlet, Leaflet Number 317, *Electric Lamps That You Can Make or Modernize.* Write to the Superintendent of Documents, Government Printing Office, Washington 25, D.C., for a list of other government hobby publications.

Hobbies may bring in a small income now and then; although, of course, if pursued *only* for monetary reasons, the activity ceases to be a hobby at all. This is an important distinction which should be watched. It is better to make things for fun, and then, if you happen to sell one or two, the personal satisfaction and enjoyment a hobby offers will still be there.

Hobbyist, Test Yourself

Here's a test to determine if your hobby is a good one. Gordon Hendrickson of the University of Cincinnati faculty says a good hobby has eight characterizations. It should involve a tangible product that can be admired by others, should fit the hobbyist's age and circumstances, and should have a group of devotees in whom can be found social contacts, recognition, and acceptance.

Also, the hobby should be difficult enough to challenge the skill but not too difficult to prevent some success; it should further and not interfere with family life; it should not interfere with one's vocation; it should be the hobbyist's servant and not master; and it should have possibilities for growth and continued interests throughout the years. — *New York Post*, January 21, 1953.

Hobby School

The Young Men's Christian Association in Seattle, Washington, is conducting a successful hobby school which averages 2,500 class enrollments annually for the fall, winter, and spring quarter. There, young husbands and wives have gained mutual leisure-time interests which will last throughout life, and family enrollment has been promoted. Interesting among the many subjects are courses such as: The Art of Traveling; Ballroom Dancing for Teen-Agers; Flower Arrangement; Foldboating (Kayaks); Fly Fishing and Fly Tying; Horseback Riding; The Art of Letter Writing; Photo Tinting; Pleasure Trips in Poetry; Oldtime Dancing; and, of course, crafts, painting, photography and sports are included.

Pursuit of Leisure

You and I are now on the greatest "fun" buying spree of our entire history.

This year alone we're spending close to thirty-one billion dollars on leisure activities alone—on amusements ranging from hunting, fishing and golf to pleasure reading, music and photography.

This represents a thumping twelve per cent of our total income after taxes; it's twice as much as we spend on new cars or household goods; it's a record high sum, of course.

It's a trend on which we can place no limit for the simple reason that it has no limit and every force behind it is gaining power.

To the "inalienable rights" of "life, liberty and the pursuit of happiness," our generation has added the "pursuit of leisure." And it is typical of us that we are pursuing leisure with boundless energy.—Sylvia F. Porter, in her column, "Labor and Business," *New York Post*, December 9, 1954.

The Congress Goes To Denver

T. E. Rivers

If you've never been to Denver, it is probably a city you've always wanted to visit. If you have ever been there, you no doubt have been wanting to return. Denver's clear air and invigorating climate, a mile above sea level; Denver's spectacular setting, with the Rockies as its western horizon; Denver's people, friendly and informal; Denver's spirit—all of these and more make Denver an inviting city. We are glad to be going to Denver this year for the 37th National Recreation Congress, September 27 to October 1.

Denver and nearby Colorado Springs and the whole Colorado Recreation Society are enthusiastic about entertaining us; and they long ago began making plans for the occasion. The national parks, so near to Denver, are tempting. Everybody will, for instance, want to see the hugh outdoor theatre in the Park of the Red Rocks, where rock formations provide natural acoustics, which seats 8,000 persons. J. Earl (Curley) Schlupp's article in this issue of RECREATION (see page 108) will interest many. Others will want to see and do some real mountain square dancing. There are more than 12,000 square dancers in Denver—as if they were ever still enough to be counted.

Denver potentialities for the Congress are high. We hope, therefore, that as the Congress program develops you will find you can't possibly stay away from Denver in September. Just to play safe hadn't you better begin planning to attend right now? Better to plan early than too late.

Set your sights high this year! This is LaPlata Peak, 14,340 feet above sea level, in central Colorado. Majestic beauty of this country defies words. Fine roads lead to all mountain areas and the national parks and across the Continental Divide.

Congress a Cooperative Venture

Committees will help again this year in the planning of many Congress meetings. Suggestions from planning committees and from individuals are always heavily relied upon. Membership of several committees is already complete and is listed below; other committees will be listed in RECREATION as their memberships become complete.

National Advisory Committee

Stewart G. Case, recreation specialist, Agricultural Extension Service, Colorado A & M College, Fort Collins, Colorado; Garrett G. Eppley, chairman, Department of Recreation, Indiana University, Bloomington, Indiana; Mrs. Everett M. Findlay, Long Beach Recreation Commission, Municipal Auditorium, Long Beach, California; Willard N. Greim, director of health, physical education and recreation, Denver Public Schools, Denver, Colorado; Thomas W. Lantz, superintendent of recreation, Tacoma, Washington; Andrew G. Ley, director, Hamilton Recreation Council, Hamilton, Ontario; Jesse A. Reynolds, director, Department of Recreation and Parks, Richmond, Virginia; Donald F. Sinn, director of recreation, Concord, New Hampshire; Beverly S. Sheffield, director of recreation, Austin, Texas; Rupert J. Tarver, Carver Service Center, Galesburg, Illinois; Austin J. Welch, National Catholic Community Service, Washington, D. C.

Hospital Advisory Committee

Miss Edith L. Ball, assistant professor, School of Education, New York University, New York, New York; C. C. Bream, chief, Recreation Division, Special Services, Veterans Administration, Washington, D. C.; Miss Ruth Flannery, American Red Cross, Fitzsimmons Army Hospital, Denver, Colorado; Colonel Cecil Morgan, Springfield College, Springfield, Massachusetts; Miss Bertha E. Schlotter, chief, Occupational and Recreation Therapy Service, Illinois Department of Public Welfare, Chicago, Illinois. Mr. Bream is chairman of this committee.

Recreation Executives Committee on Administrative Problems

The National Advisory Committee on Recreation Administration (see RECREATION, February 1955, page 50) has agreed to help this year with the planning of these important Congress sessions for executives. George Hjelte, general manager, Department of Recreation and Parks, Los Angeles, California, is chairman and C. E. Reed, manager, Field Department, National Recreation Association, is secretary of the committee.

Other committees in process of appointment include: Local Arrangements, which J. Earl Schlupp, director of recreation, City and County of Denver, Colorado, will head; Town-Country Recreation; Supervisors; Board Members.

MR. RIVERS *is the assistant executive of the NRA and the secretary of the National Recreation Congress.*

National Recreation Congress City
September 27—October 1, 1955

Because of its western inheritance and its feeling for living out, not up, the people of Denver maintain adequate backyards, so recreation actually begins at home. A visitor quickly senses the pride and care given to both the landscaping and the utility of grounds around Denver homes.

This, of course, ties in with the development of Denver's parks. Anyone familiar with recreation organization would realize that the need for tot lots is virtually nil. One would also realize that here the family lives as a unit and hies to the hills or nearest large park and enjoys the good life.

As a matter of fact, a visit from a distant cousin is reason enough for a Denverite to "close up shop," call the family, and take the visitor through our parks and into the more than 15,000 acres of city-owned mountain parks. With an inheritance like this, it has been natural to design a management program for recreation which gives a maximum of service with a minimum of interference or regimentation.

As early as 1911, the Denver public schools initiated after-school and summer supervision for recreation. Consequently, the board of education is well aware of the need for a physical set-up other than that employed for a formal curriculum, and it has used considerable wisdom in the selection of sites, design of buildings, and provision of adequate areas. The three major high schools and a large junior high school, for instance, adjoin Denver's larger parks, bringing education and park sites into proximity for use of both areas.

As Denver's park system was attracting thousands of users and many existing agencies were developing youth and adult activity programs, it was determined that central management for the coordinated promotion and development of recreation was necessary. In 1943, the municipality provided a budget for the recreation department as an agency under the mayor. To date this agency has grown to a complement of 47 year-round full-time workers, and from 90 to 180 part-time workers.

At the basic conception of recreation management in Denver, it was agreed that the first function was service; the second, coordination and cooperation; and the third, vitalizing and developing proper habits in public activities. Also important were the redesigning of existing facilities for modern use and the developing of workable long-range plans to satisfy the needs of a growing city for future use. Maintenance and construction for recreation were to remain a function of the parks division which was equipped to expand such equipment and service. This is an effective community plan that achieves almost maximum use of existing facilities and citizen participation in decisions affecting them.

Bowling on the green. Climate good for outdoor recreation.

Community Plan

A unique part of Denver's recreation plan is the committee, known as the City-School Coordinating Committee on Recreation, appointed by the mayor. It is composed of six members, and a paid chairman who is a professionally prepared person. Three of the members are nominated by the superintendent of schools and the board of education. The committee's present members illustrate its representation: the president of the city and county Parent-Teacher Association; the principal of one of the large high schools; a member of the board of education; the director of planning for the City and County of Denver; the chairman of the city council recreation committee; and the assistant manager of improvements and parks in charge of parks and recreation. The chairman is the director of health education and recreation for Denver public schools.

One of the prime functions of the coordinating committee is to preserve the autonomy of expenditures for recreation by the board of education and by the city. There must be constant review of both programs to prevent duplication of service, duplication of plans and facilities, duplication of recruitment and training of employees, to mention three, all of which could lead to wasteful use of tax dollars.

J. Earl Schlupp *is the director of recreation in Denver.*

in Denver

J. Earl Schlupp

Out of this coordinated planning committee has come a widely diversified program for all ages, with public interpretation and understanding of intent. The existing Opportunity School and its multiple extension services to adults fitted into the planning. Services were distributed to neighborhood schools and municipal structures.

The great potential existing in the development of the neighborhood schools as a community plant will be realized as a result of the recent $30,000,000 bond issue voted for new school buildings and sites. The acquisition of park and recreation land adjoining these school sites has real meaning for Denver's future growth.

In 1947 the citizens of Denver voted a $1,000,000 bond issue for recreation improvements, and visitors to the National Recreation Congress this September will view several of these completed projects. One of particular note is a twelve-acre park which combines the most recent features of recreation and park planning now in use and demonstrates the meeting of utility and beauty while providing wide variety of both formal recreation activities and multiple choice informal opportunities.

One of many groups which total over 12,000 square dancers.

Denver, because of its unique position as the largest city in Colorado, and because of its rapidly developing role as an air terminal, gravely accepts its responsibilities for leadership in the Midwest. It borrows from the happy experiences in the East, and cautiously observes the rapidity of growth in the West, in order that it may seek out the best ingredients for sound recreation management. And so, in its continual search for efficient organization and management, in the past year Denver merged the parks operation —which heretofore, by charter, had been a part of the improvements and parks department—with the recreation department under single management. This was effected by an executive order of the mayor. If successful, a referendum to the citizens will be offered creating, by charter reform, a parks and recreation department.

It is hoped that those attending the National Recreation Association Congress will find Denver an on-the-spot case-study for discussion of many nationwide problems such as:

1. City-school cooperation.
2. Combined management of parks and recreation.
3. Community organization for maximum cooperation of national and local recreation agencies other than public.
4. Long-range planning and its effect on parks and recreation development.
5. The design and development of formal park areas and its relationship to the multiple-use informal area.
6. The neighborhood plan of administration versus the building-centered activity.

Certainly we, in Denver, hope to gather, during the Congress, information regarding the latest nationwide developments and hope to offer something to the visitor in return.

To those of you driving to Denver, national parks and our mountain beauty are encountered just twelve miles from our city. We recommend, either before or after the conference, a visit to the natural scenic spots that are Colorado's.*

If you are coming by train, your ticket to Denver can be arranged to include Colorado Springs without additional cost, and there you will find a mountain playground in the Pike's Peak area.

It would be an oversight if we did not close by saying that lack of space prohibits mentioning Theater of the Red Rocks and its multiple summer use by the Denver Symphony and other related organizations; but we will plan an activity at the Congress to take you there and present to you a bit of the West in a program. And we haven't mentioned our fine bluegrass golf courses on which we hope you will play.

* An article on the mountain and national parks surrounding Denver will appear in the September 1955 issue of RECREATION. Hold up on your final driving itinerary until you have seen this article.—Ed.

City music program includes five neighborhood choral groups.

from little acorns . . . Stratford's Shakespearean Festival

Leonard H. McVicar

Since the writing of this story in the spring of 1953, the Stratford Festival has seen two seasons of rousing success, received wide acclaim and is now the subject of a newly published book, Twice Have the Trumpets Sounded, *by Tyrone Guthrie, Robertson Davies and Grant Macdonald, Clarke, Irwin & Company, Toronto, Canada. It is most interesting to read of their early struggles in the light of these developments.*

STRATFORD, ONTARIO, APRIL 1953—More willingly than not, most of Stratford's 19,000 residents are taking part in the coming Shakespeare Festival. Careful investigation shows that the only major factor which keeps the city from unanimously giving whole-hearted support to the scheduled five-week run of two Shakespeare plays is one word: *culture.* The citizenry in some cases has adopted an almost negative attitude toward this word and anything pertaining to it.

Although the Stratford Shakespearean Festival, which grew from an idea to concrete reality only two years ago, *is* aimed largely at furthering culture, a few citizens have been aware, however, that the presentations will further community spirit, perspective, and cohesion. In addition, the effect on Canada as a whole may be profound. Already a smaller center in the county of Perth is planning a summer festival of dramatic works, not necessarily Shakespearean.

The start of it all was a local boy's dream — Tom Patterson's vision of a Shakespearean Festival on Avon, here in Ontario. He came back from England after the war more completely sold on the idea than ever, having visited the original Stratford-on-Avon. Not being able to convince anyone at the time, he joined the editorial staff of *Civic Administration* magazine. Attending a mayors' meeting in Winnipeg, he met Stratford's Mayor Dave Simpson and talked over his dream.

The mayor liked the idea and Tom presented it to the city council. They also liked it and sent him to New York to see Laurence Olivier about participating in the festival. Unfortunately, Olivier was under contract and could not come. Tom then set out for England and made his contacts there. Dr. Tyrone Guthrie, well-known director, came back to look the situation over. The chamber of commerce stepped into the picture, a committee was formed and out of all this the Shakespearean Festival Foundation was born.

So, like it or not, ready or not, for good or for bad, the festival is coming, and it is already beginning to be felt in the Dominion.

To begin with, Stratford has begun a beautification program. Citizens who for many years have idly eyed their unpainted steps, sagging fences, untrimmed hedges each spring, for some reason, have "gotten around to that job at last." There was no direct movement leading up to this. The attitude of the populace might be: "If the festival is coming, I want my place looking clean and fresh."

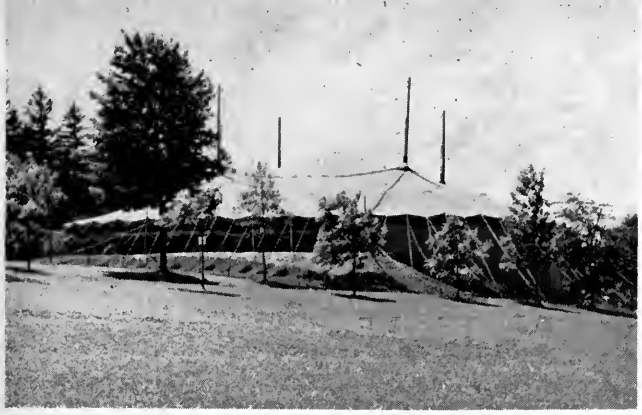
Paint is brightening the beautiful homes of this city, and lawns, taking on their springtime green, are being carefully trimmed and tended. The city parks department is engaged in an unusual flurry of activity. The effect is widespread, and it is wholesome.

Businessmen of the community already have recognized the importance of an influx of festival visitors. Singly, or as a result of businessmen's meetings, they have taken pains to improve their stocks and beautify their stores.

The possibility of bringing native culture into the foreground, even before the festival can have any real effect on fostering a native Canadian drama form, has not been neglected. Plans for exhibiting Canadiana are in the making. Canadiana includes works of native sculptors, painters, jewelry makers, perhaps featuring clothing and blankets —things truly Canadian. An exhibition will bring these things together for the benefit of visitors from other lands, and,

Stage is designed to operate without sets, curtains or footlights. It has screen levels, a trap door, two ramps leading to exits underneath the auditorium proper.

MR. LEONARD H. MCVICAR *is director of recreation in Stratford, Ontario.*



Inner, outer tents make theatre canopy. Weatherproof multiple walls and ceiling assist ventilation and acoustics.

Concrete amphitheatre seats rise in tiers from, and three-quarters around, projecting stage apron. At left is ramp.

possibly most important, for Canadians.

The effect of the festival on culture already has been indicated. It is to be hoped that the desire to experiment in drama will become contagious, until all parts of this land strike out on their own, not only in drama or cultural fields, but in all fields of human endeavor. Another effect to be hoped for in this community might be to see among the anti-culturists at least a toleration of some form of cultural activity. This cannot be forced, but if given a chance to be spectators, some people may be able to evaluate it, and perhaps like it.

Aside from those individuals merely opposed to the idea of "higher things," however, are those idealists who feel that a scheme developed by a native of this city can make little or no contribution to its actual culture. Some think, too, that such a project—particularly on such a large scale—will deter amateurs from attempting anything similar here, or that the idealistic aims for the festival will deteriorate under the weight of materialism. They point out that the project will use little Canadian talent. Most agree, nevertheless, that a try, at least, will not be amiss.

The principals will be Alec Guinness, well known English stage, TV, and movie star, and the foremost director in the J. Arthur Rank organization, Tyrone Guthrie, in the productions, *Richard III* and *All's Well That Ends Well.*

The plays will be presented in a modern adaptation of the Elizabethan theatre, on a specially-designed stage recreating the conditions under which Shakespeare's plays were presented in his own day.

The aims of the festival itself have been set forth by the festival committee. Without elaboration, their nine objectives are:

1. To promote interest in, and the study of, the arts generally and literature, drama, and music in particular.
2. To advance knowledge and appreciation of, and to stimulate interest in, Shakespearean culture and tradition by theatrical performances and otherwise.
3. To provide facilities for education and instruction in the arts of the theatre.
4. To provide improved opportunities for Canadian artistic talent.
5. To advance the development of the arts of the theatre in Canada.
6. For the purposes aforesaid to acquire and construct such property as may be required.
7. To conduct an annual Shakespearean Festival at Stratford, Canada.
8. To collect money by way of donations, or otherwise to accept gifts, legacies, devises and bequests, and to hold, invest, expend or deal with the same in furtherance of the objects of the corporation.
9. To do all such other things as are incidental or conducive to the attainment of the above objects.

The Stratford Recreation Department must help in making visitors to the festival feel at home, in an environment in which they can become acquainted with real Canadian things, so they may carry away favorable impressions and ideas. Among the things this department may do are: the organization of sunset singsongs in the city's beautiful park system on the River Avon; the provision of a free guide service to conduct visitors on tours of the city's interesting points: and the development of an exhibition of Canadiana.

Stratford on Avon boasts of one of the prettiest park systems and the friendliest community in Ontario. A festival of Shakespearean plays in this setting is bound to be a success.

* * * *

EDITOR'S NOTE

The 1953 festival played to capacity houses, with a total attendance of 68,600 persons and ticket distribution covering Canada, the United States, England, Italy, South Africa.

What the critics said:

Henry Grunwald, *Time* magazine — "A minor theatrical miracle . . . . Seldom have so many Shakespeare lovers owed so much to so few."

A. W. House, *Industrial Canada* — "The Stratford Shakespearean Festival is a miraculous achievement."

San Francisco Chronicle—"A roaring theatrical success that can make Broadway rub its commercial eyes."

Walter Kerr, *New York Herald Tribune*—"Theatrical coup of the season."

The Right Honourable Louis St. Laurent, Prime Minister of Canada—"It is something that redounds to the credit of the whole Canadian people."

Never before in the history of Canada has such a spotlight of publicity been turned on any single event.

The 1954 Festival, which drew 125,115 spectators, was directed by Tyrone Guthrie and Cecil Clarke, and presented, among other distinguished theatre people, James Mason and Frances Hyland, in *Measure for Measure, Taming of the Shrew* and *Oedipus Rex.*

Also in the summer of 1954 the board of governors of the Stratford Shakespearean Festival, as a first step in establishing a theatre school with courses in acting, theatrical production, and design in connection with the festival, introduced a short drama course to stimulate and interest students in the theatre as a whole.

Thus this story achieves a triumphant conclusion, accomplished by a small city of 19,000, through faith, energy and imagination, and — not least — through generous support from business and industry.

HOBBIES DEVELOP THE EXECUTIVE

Margaret L. Jones

For the busy man who thinks hobbies are for the idle: An analysis of why and how to have one.

WHY . . .

A hobby enables you to be more effective in the job that is the source of your daily bread:

▸ A hobby furnishes you with additional knowledge that opens those new vistas which are a part of the self-broadening process.

▸ A hobby develops another source of self-confidence, and of reserve skills on which to fall back during a time of crisis or indecision.

▸ A hobby adds another facet to your life that makes you more interesting to others, that reenforces your personality and causes you to be a better companion, friend, and boss.

▸ A hobby introduces you to more people. The wider your circle of acquaintances, the greater the chance to improve your insight and handling of the variations in personalities.

▸ A hobby is another motivation in your private life to "be up and doing," to take you out of yourself, to seek the change that rests, to make life more tolerable—in short, to help you fulfill that essential prerequisite to any success, sound mental health, and emotional stability.

▸ A hobby requires clear thinking: gives one practice in the working out of a problem.

▸ Epitaphs always come at the end. The relationship of these to this article is obvious. From the tombstones of two unknowns:

I was well, but trying to be better, I am here; and,

Here lies a person who grew old, and died in self-neglect.

HOW . . .

A hobby can develop from a mere killer of idle time into a challenging, enjoyable avocation:

There are two sorts of hobbies: those that fill leisure hours pleasantly, even profitably — the theater, golf, walking —and those that occupy a grandstand seat in a man's life.

It is possible to claim many hobbies in the first group as your own. Anyone can dally with a number of pastimes quite easily. But when an activity is so important it is a man's second occupation upon which he feeds his mind and sharpens his individuality, it usually is not lumped in with other diversions.

Hobby-riding of this latter kind is very purposeful as well as pleasant and fun. It is an enduring activity, whereas hobbies that are purely diversional often end under attic memorials of discarded photographic equipment and dust-covered canvases and brushes.

Let's not kid ourselves. The purposeful hobby is work; and it results from a viewpoint that considers this work worthwhile.

Between a shutterbug whose paraphernalia may end in the attic and Du Pont's president, Crawford H. Greenewalt, whose photographs are well known, lies a difference in viewpoint that is wide enough to be the Atlantic Ocean. For Greenewalt, photography has grown into a personal occupation to which he puts his mind and makes peculiarly his own by tackling it as only a man with his technical training could.

Of course, a hobby, no matter how rewarding and worth-while, should never supplant one's real life work. A president who wants to stay at the head of his firm, or a man desiring to land somewhere in that vicinity, would certainly be losing his perspective and humor if he allows himself to become a nut over some interest outside his business life.

But what turns a hobby into a challenging, yet fun-to-do activity for such busy, highly intelligent men as Greenewalt, and others like him?

One thing that turns the trick, as mentioned before, is viewpoint. Consider a hobby from the angle of making a study of it. Has it enough facets so the mind is led down a number of trails and personal interest is constantly activated? Will the hobby hold you, be enduring?

Fulfillment of these requirements depends partly on the man, partly on the activity itself. Take a simple illustration: sailing. Anyone, loving the outdoors and water, could easily take to relaxing in a sailboat, enjoying the club life and sociability that goes with this sport. If it ends there, sailing is only a healthy pastime.

But, if the individual makes a study of it, sailing develops a skilled navi-

Reprinted with permission from *Dun's Review and Modern Industry*, March 1954. Miss Jones is Executive Methods Editor.

To U. S. Rubber's vice-president, John Caskey, painting is a way of life. He knows he makes mistakes, but he thinks lessons restraining, prefers own way.

gator, opens a new area of knowledge, the subject of weather and tides, increases manual dexterity, and promotes an interest in building construction and materials. Even more, to those for whom it is an avocation, sailing offers plenty of chances to practice thinking quickly and correctly in a crisis.

John E. Caskey, U. S. Rubber's vice-president and general manager of its Naugatuck Chemical Division, has an interesting viewpoint. Actually, he is a successful dual hobbyist, being an enthusiastic gardener and painter. He paid attention first to gardening. Weather, though, curtails this interest during certain months. So, in the winter, he began to paint. Painting has become a philosophy with him, he points out, rather than a hobby. "In summer I paint with flowers, in winter with oils."

Watch Out for This

Look at a hobby also from the viewpoint of whether or not it turns you into a participator. There is nothing against spectator interests, in being a theater fan for instance. But these interests provide vicarious pleasures. Someone else is in there pitching or enjoying a success. So don't sit *all* the time during leisure hours.

A hobby that requires its pursuer to participate is usually the one that outlasts other interests and influences personal development the most.

After getting the correct viewpoint, consider how a hobby can be integrated with your previous, or present, background. Can something from your work, or your educational training, contribute to the hobby's development and your own success in it? Is the hobby a means of putting to work some skill or knowledge you already possess?

Often it is this element of integration that provides the high level of interest necessary to propel an extremely busy and alert executive into an avocation. A hobby should perform this fusion without duplicating the major aspects of an individual's vocation. It it doesn't, then he's chosen the wrong hobby. For the interest the hobby represents must provide some contrast to one's daily work; and the activity should be a relatively unfamiliar one at first.

The business man, for instance, who thinks running another business in his spare time is relaxation really is sprinting as hard as he can to that tombstone: *I was well, but trying to be better, I am here.*

If this man works with people all day, his primary interest during leisure hours could well be with *things.* Many professional entertainers are noted for their switch from people to things when choosing a hobby. Microscopy caught Harold Lloyd's interest, for example; and Fred Waring collects old furniture.

The opposite holds true, of course, for anyone like a researcher. A survey of science and technical men from well-known companies was made recently by Maurice Holland, New York industrial research adviser, to discover what these men do for avocations. Many of them wisely hasten from their "ivory tower" to spend time with people. For example, those interested in bridge, poker, and indoor sports like pool and bowling, indicate that, aside from mental stimulation, the strong appeal is mixing with people. With photography, an attraction was: "Serves as an introduction to fellow enthusiasts." The same went for community-service hobbies: "Meet non-technical people."

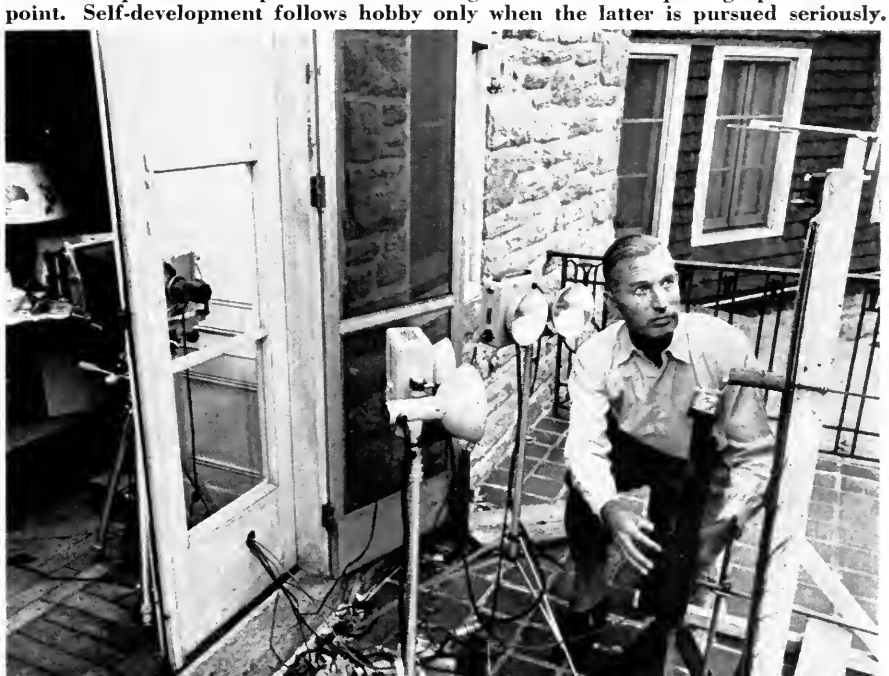
These researchers appear to be riding their hobbies with common sense, which brings up another point: the *practicality* of certain hobbies for certain people. Be practical in your choice, if you want to find more than a time killer.

Don't, say, pick something for which you have no potential to be good at. A hobby is meant to give self-satisfaction; and it is unsatisfying to be a dud. One should be physically and temperamentally suited for the activity.

Chris Argyris of Yale's Labor and Management Center points out that while hobbies are definitely an important outlet for an executive's pent-up feelings, some unfortunately often pick up hobbies which increase, rather than decrease, such tensions.

This runs contrary to a characteristic of successful executives, as observed by Argyris, which is their exhibition of a

DuPont's president, Crawford H. Greenewalt, was the average amateur with a collection of vacation photos until he became interested in bird movements. Now, he shoots pictures unique from ornithologist's as well as photographer's viewpoint. Self-development follows hobby only when the latter is pursued seriously.



high-frustration tolerance. It stems from either a natural ability to work effectively under frustrating conditions without ever blowing up, or from the methods these men develop to release tension — such as participating in a sport that helps them let off steam.

Another practical pointer: A hobby becomes a burden, not a release, when it is out of line with one's economic situation. Don't steal money (or time) that sensibly belongs to other parts of your life.

Furthermore, if the selection of a hobby is swayed by the possibility that it "will make money, by golly" (stamp or antique collecting), impracticality once more creeps into the situation. You pick a hobby primarily for the personal satisfaction to be gained from it, not for its monetary rewards. Go into it with idle money that won't be missed.

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If the hobby turns out to be a source of extra dollars, well and good. A sound bet for a vocation after retirement is certainly something on which to capitalize. One hardware executive always kept a good machine-tool shop in his basement. Later, upon retirement, he moved to California, taking his equipment along. The shop not only gave him something to do but brought in additional income, for he rented space and equipment to local handcraft hobbyists not blessed with a similar set-up.

Here are a few more *don'ts*:

Don't attempt to take up a hobby simply because you want to meet more people who can "help" you in business. Both hobby and new friends will turn sour on you.

Don't fasten onto a hobby simply because you think you will be at home in it since other people of your "type," or "social position" like it. Interest that is stimulated by what the Joneses do falls flat where hobbies are concerned.

Don't expect to be uninterrupted in your avocation. Count the fact that you can leave and return to it as one of its many blessings. As a matter of fact, the way time is made for hobbies depends on the individual's personality and the character of the activity.

Finally, see if a hobby can pass the acid test of these two questions:

Will it still interest me if I achieve all of my present goals—or if my daily work is suddenly taken from me?

Am I concentrating on it, and doing it well, rather than forcing it to compete with too many outside interests?

Hobbies have been divided and subdivided into many classifications. Psychologist Dr. L. G. Freeman, now actively engaged in developing a new kind of test—one for avocational interests—at Cornell University, specifies nine areas: (1) *collecting*: the instinctive tendency to gather stuff together; (2) *creating or re-creating*: painting, photography, music, sculpture; (3) *mental skills*: chess, bridge, word games; (4) *physical skills*: sports; (5) *handcrafts*: activity of the hands in woodworking, metalcraft; (6) *nature study*: raising plants, breeding animals; (7) *social and community services;* (8) *science, mechanics, and inventing;* (9) *escape reading and travel.*

Dr. Freeman breaks down hobbies into this grouping which, though small, still covers the entire range of avocational activities and represents basic interests. While a man can exist without having part in any of these nine types of activity, his life will be richer for them.

The one interest area, of the nine listed, which Dr. Freeman regards with some suspicion, especially for energetic executives, is escape reading and travel. For their tension reduction, it is too passive. Also, a deeper analysis may prove that this interest really is the outward expression of a more fundamental feeling. Thus, a science-fiction reader may be essentially interested in the sciences. Look behind your reading habits; they may be hiding a more self-enriching interest.

Plenty of Know-How Dope

For the person wishing to study the details of a specific hobby much material is available. Among publications produced by the National Recreation Association, 8 West Eighth Street, New York 11, New York, one, costing ten cents, is *Some Sources of Information on Hobbies.* Mostly, it lists books, prices and publishers.

Man is by nature multiskilled. Unless he is careful, though, the specialization of the century he now lives in will push him to the point where his personality is sterile. For his daily life today doesn't force him to display any more than a skill or two. The rest can wither unnoticed, until he becomes, to any but the primary circle in which he moves, a narrow, inept, fussy individual who speaks only one social language. An executive, to be successful, cannot allow this to happen.

He helps to prevent this starvation of self by understanding and properly using a hobby—an activity half-way between hard work and play. It is one area left where he can be as crazily unique as he pleases without fear of condemnation, where he need feel no pressure to conform, and where he can initiate and control action exactly as he desires with no hints from his employer or his community.

In this area of living, he finds an ego builder ("a hobby makes everybody somebody"); and a safe and sane way to live with his limitations.

Make The Most of Water Recreation

Arthur Todd

A CITY OR ORGANIZATION operating a swimming pool or beach has the choice of offering a public service or maintaining an attractive nuisance. No facility or program is more popular and none imposes greater responsibility for the protection of the user.

Swimming and water sports are a part of a broad recreation program. The underlying principles and philosophy are the same for swimming as for baseball, golf, picnicking, arts and crafts, skating, or playgrounds. Satisfaction comes from participation, the physical exercise involved, relationships with others (the social element), development of skills or achievement. It can include competition and certainly requires cooperation. It is essentially an individual activity and each person can participate and find enjoyment on the level of his own capacity and interest. That is why good recreational swimming pools are designed to provide opportunities for the dub as well as the expert, and for all stages in between.

To a high degree, water activities combine many of the most desirable characteristics of constructive recreation. They are a natural for family participation; they can be enjoyed equally by the very young and the very old. There is almost no limit to the skills that can be acquired. They are of interest to spectators as well as those who take part. They promote good health and safety. They offer opportunities for special events, shows, carnivals, fiestas and exhibitions, many forms of games, contests and relays. The aesthetic element is present in everything from graceful swimming, well-executed dives, to synchronized swimming. They are relatively inexpensive. They bring together a whole neighborhood or community and promote civic morale and well-being. As much as any of the other activities, they fulfill the purposes of recreation—to refresh, renew, re-create.

The direction of such a program, in order to fully achieve these objectives, requires sound administration, qualified leadership, specially trained personnel, promotion and publicity, program planning, good maintenance, and special attention to all matters of hygiene and safety. The degree to which these responsibilities are discharged determines the extent to which the program is of service to the public.

The operation of a public facility should be as efficient as any business in which profit is the motive. Successful commercial operators have learned that courtesy, public relations, and attention to all the wishes of their clients pay dividends. They work hard for good will because it increases profits.

Those of us performing public services are in a position to go even further. Our plans and decisions are based exclusively upon whether they are in the public interest, whether they will benefit people—and whether the people will like them. There is no weighing of personal gain against public advantage. Public service means what it says and just because it is publicly supported does not mean that the service should be inferior, performed grudgingly, or be wanting in quality, style, or efficiency. Our rewards come from the knowledge that we have met human needs and have satisfied the desires of people, have contributed to their health and happiness, and have done it competently. We think in terms of people.

Rules and Regulations

Definite rules and regulations are an absolute necessity for the operation of pools and beaches. Obviously they are for the protection of the participants and accordingly should constantly be explained, together with the reasons for them. They should be posted conspicuously and stated positively and courteously whenever possible, and they should be kept to the minimum required to accomplish the purpose. Unless they are enforced they are worse than useless —they are harmful.

This means that they must be known and understood by the personnel who have the responsibility of enforcing them, an important part of whose job is the maintenance of a safe, clean, and attractive environment. It means that pool personnel must not only know the rules but be able to secure their observance at all times with firmness and cordiality. This takes skill in handling people, in knowing what to do about discipline problems, in anticipating trouble and preventing it before it happens, in knowing when to get tough and act decisively and when to warn and suggest.

Effective supervision cannot be expected without definite rules governing the responsibilities of the personnel. The person who accepts a job of this kind commits himself to responsibility for the lives of people. He must maintain a constant vigilance on the job. He should welcome rigid and detailed regulations regarding his own behavior. He should be glad to know exactly what is expected of him because, in spite of every effort to anticipate all the problems and emergencies, he still may be forced to use his own judgment at times.

Liability

This subject can only be touched upon at this time.* It involves enough to warrant an entire meeting or even a conference.

The operation of public recreation facilities, including swimming pools, is held to be either a governmental or a proprietary function, and states vary in their attitude depending upon court de-

Condensed from a talk delivered at the Kansas Beach and Pool Conference, December 1954, by Arthur Todd, field representative for the National Recreation Association.

* Anyone who wishes to pursue this subject further should read the book, *Liability in Public Recreation*, by Dyer and Lichtig, published in 1949 by C. C. Nelson Publishing Company.

cisions or liability cases. Where recreation is considered to be governmental, it is held that, since this service or facility is maintained by the local government as a necessary function for the welfare or benefit of the public, it cannot be held liable for accidents that may occur. This goes back to the old concept that "the king can do no wrong."

The proprietary interpretation holds that, in performing this service or maintaining the facility, the government is assuming the role of a private operator, that the program attracted people to it and consequently liability is assumed and damages must be paid in case of accident. The fact that there are fees or charges does not necessarily affect the decision if the income is used to help maintain the facility or program.

Court decisions within a given state are not necessarily consistent so that in some states there is no clear cut distinction, making it impossible to predict the outcome of a new case. In fact, there is no assurance that precedents will be followed, and there has been considerable shifting, usually away from the governmental concept.

There also has tended to be a shift nationally from governmental to proprietary. This seems to have been a result, in large part, of the feeling that exemption from liability tends to encourage negligence and that people should have recourse when they have suffered accidents. Negligence always must be proven before damages are granted.

Aside from the legal aspects we must recognize the moral liability that is inherent in operating pools and beaches. There is no escaping it. It is no service to anyone to disregard people's safety through carelessness, negligence, ignorance, or for any other reason. This heavy responsibility devolves upon every employee and cannot be impressed upon them too strongly. It is not enough to talk about it in the abstract. The point is to do everything that can be done to meet all standards. This *can* and *must* be done.

Selling the Value of the Facility to City Administration

The best promoter of swimming facilities in Kansas is something with powers beyond our puny efforts—the weather. Nothing in the way of the written or spoken word, facts and figures, demonstrations or exhibits, is nearly as convincing as a few days of one hundred degrees in the shade.

There are, however, some gilt-edged arguments for pools which can hardly be ignored. A number of them have been mentioned here. These and others, which we could easily compile, should be presented in an effective way to both public officials and the general public.

Other Facts

About 7,500 people drown each year because of inability to save themselves. A large percentage of these could have been saved if they had been taught even the rudiments of water safety and swimming. The ability to swim will widen an individual's hobbies to include boating, fishing, sailing and other water sports. Good swimming and safety must be learned. A well-planned pool and a management or administration which stresses and promotes a good instructional program is a real public service.

A swimming pool ranks at the top of the list in popularity of facilities. Therefore, it is one of the best public relations assets that a city can have. Usually a pool is a magnet which draws people into a community; it can be a good business proposition for the town. These are some of the things that should be explained in the selling of a local pool in the many ways at our disposal.

Training of All Staff Members

The only known way to carry out an adequate program of pool operation and management is through the training of the personnel. It goes without saying that all the personnel should be carefully selected in the first place. They must be trained for the particular jobs they are to perform.

They need to know just what those jobs are in detail. This calls for job descriptions. This information, in writing, helps in the selection of workers and in their supervision; it helps the manager organize the program of work; and it helps the workers know what their responsibilities are. It becomes a basis for the training program.

Life guards should have refresher courses before the pool opens. All employees should meet prior to the opening to learn about pool procedures, rules and regulations, and to discuss them. The training should include discussions on public relations, handling the public, problems of discipline, emergencies and how to prevent them. This pre-training program should not be condensed to the point of being superficial. It should be planned carefully.

The pre-training alone is not enough. Regular weekly in-service training sessions are also necessary to keep things going smoothly, to take up problems that inevitably arise, to plan the special events, and to improve the service.

Recreation Magazine Articles on Swimming Pools and Activities

Swimming Pools — Athen's Style, *Wayne Shields* ..... May 1950

Wading Pools — An Asset or a Liability, *George D. Butler* ..... April, May 1951

A Community Takes a Hand, *Daniel L. Reardon* ..... April 1951

Swimming Pool Operation, *Martin Nading* and *Sam Basan* ..... May 1952

Water Shows, *Nathan L. Mallison*, June 1953

Winter Care of the Outdoor Swimming Pool, *V. H. Krieser*..... November 1953

Swimming Pools in Oakland, *Florence Birkhead* ..... April 1953

Clear, Clean, Safe Swimming Pool Water, *Eric W. Mood* ..... April 1954

Aquaball—A Recreation Innovation, *Nelson Bryant* ..... June 1954

How Not to Build a Swimming Pool ..... June 1954

Interracial Pool Operation, *William H. Gremley* ..... November 1954

Synchronized Swimming—A New Sport, *Myron C. Hendrick* ..... January 1954

Trends in Swimming Pool Design ..... January 1954

Check List for Swimming Pool Construction ..... January 1954

Outdoor Swimming Pools, *George D. Butler*, ...January, February, March, April 1954

THE NATL. SOCIETY FOR CRIPPLED CHILDREN AND ADULTS, INC. 11 S. LASALLE STREET, CHICAGO 3, ILL.

The Case For Creative Arts In Recreation

Grace Stanistreet

From an address on the panel of Well-Rounded Program at the 36th National Recreation Congress.

Children's need for what art experience can provide is so great we must equip leaders with constructive attitudes toward the arts. Recreation can lead this field of service.

WORDS ARE what we make them. They may be packed with meaning or wrung dry. And there are levels of meaning. For example, the word *re-creation.* If we look at the word *creation,* it may refer to a hat or to the beginning of the world. The latter is an awesome connotation but if we look at it as building, then the word *re-creation* has a friendly sound like rebuild, renew, refresh. The words *art* and *create* have top levels of meaning that take us up into the rarer atmospheres. These words applied, however, acquire less austere meaning. Names are words and meaningless until the name is known for its character. When a new trend emerges it is named to differentiate it: "The New Look," "The New Deal," "Progressive Education," "The Creative Arts." In the process of adoption of new trends or ideas some of the original design and purpose is lost or changed. We must constantly redefine meaning and test results.

The word *recreation* has fared well. It has grown from walk-on to starring role in the national scene. It must have been one of the first names to incorporate within itself the creative idea.

The word which is the keynote for my comments is *creative.* This word is enjoying a long run, but it has been used carelessly so often it does not have the impact that it ought to have. What we must do then is to make results measure up to the original standard and intentions of the people who first found it serviceable. When Hughes Mearns * was asked many years ago what he called his kind of teaching, he was silent and then he said: "You might call it a creative approach to education." What was Mearns doing that was different, that required a label? It was a difference in emphasis and concept. He changed the emphasis from subject matter to child. He was "teaching individuals not geography." Here was a concept of education not as facts but as needs. When Winifred Ward first conceived the idea that dramatics belonged in the school program, in order to distinguish educational dramatics from exhibitionary dramatics, she called it creative dramatics. The need for a distinguishing label is apparent. When dancers since Isadora Duncan and Ruth St. Denis recognized dance as a natural joyous medium of expression for children, they called it *creative dance.* Dances were not learned, but created.

From these uses of the word *creative,* we gather certain implications, a relationship to education, a relationship to the arts, and a relationship to children. An integrating process is suggested by these inter-relationships and a means by which we may arrive at the art of living. The factors involved in this process are *education,* the individual's source of supply, and *expression,* our source of release—"intake and outgo."

The very principles of recreation are those of the creative approach: development of the individual, refreshment and stimulation, opportunity for release. Recreation has become recognized not as a thing apart from education but as a vital means of learning. It takes place not only on the play field, but wherever there is opportunity for personal enrichment for fulfillment. And the rich recreation program provides many of these opportunities through the creative arts.

Recreation itself has demonstrated the fact that artistic expression makes all we do more effective. Physical rhythmic execution of a task or a movement saves time, eases strains. The sense of fitness and appropriateness preserves beauty, makes order itself a thing of beauty. Singing while we work or play makes for happy experience. Recreation has been coordinating for years; but it can incorporate, it can emphasize the arts to an even greater extent.

When we speak of the creative arts, we are talking of personal expression, communication and satisfactions by means of music, movement, acting, painting, drawing, modeling.

* Dr. Hughes Mearns, who has been a source of inspiration and guidance to teachers and leaders of children for many years, is the author of *Creative Youth, The Creative Adult,* and *Creative Power.*

GRACE STANISTREET *is the director of the Adelphi Children's Theatre at Adelphi College, Garden City, New York.*

We are not talking of busy work or of skills. We do not necessarily refer to classes in painting or dramatics but of opportunities to learn by doing what is natural for us to do. What is recreation but doing things we enjoy? What do children enjoy? They enjoy projecting themselves beyond themselves and in so doing, they grow. They paint, they act, they sing, they dance. They need to do these things. Without opportunity and encouragement they stop doing them. Many adults know the hurt of not being able to satisfy needs similar to these.

One of the reasons for some lack of interest in the arts for children is because of the emphasis on self-expression. Self-expression is a distasteful word to some because they interpret it as undisciplined activity. In reality, artistic expression requires self-discipline of the highest order. If we desire to express, we have purposeful expression, meaningful expression. Expression is the result of knowledge and of experience, and an indication of a free person. Recreation's major concern is to free people.

I am convinced that acting experience is important for all children. The more indirectly they receive the opportunity, and the more it is tied in with all they do, the more valuable the experience. Acting is not a subject to be studied by children; but acting as doing, as behavior, as fun, should be part of living for children.

How are they to get this opportunity? Through their leaders and teachers who may not be actors or students of theatre but who recognize how valuable it is to capitalize on this natural response to life, to guide children to a way of life. Here is a teacher who in teaching geography dramatizes, makes the whole country alive on an imaginary bus trip. Here is a scout leader who draws her group together with a project, something to entertain a group of handicapped children.

In the course of this development, the members of the group discover themselves and their community. They learn to take responsibility, they learn to apply many kinds of knowledge. This is what we call an integrating experience. We know today the dangers of departmentalization. We know from bitter experience we cannot be self-sufficient and we cannot separate learnings; but, rather, we must integrate learnings and learning with life.

Of course the special arts program has a place when skilled art teachers are available, when children are ready with interest and desire, when sponsorship can support such a program. But the need of the many children for what art experience can provide is so great that we can best satisfy this need by equipping leaders and teachers with constructive attitudes towards the arts, techniques of using them, and belief in their importance.

Recreation, because of its positive attitude toward the creative arts, because of its present achievement in the area, can lead in this field of service. Recreation leaders can subtly educate a public beginning to sense the full meaning of the word. Leaders can, by direct approach to educators, achieve cooperation from the colleges and universities for training programs that will equip future leaders who can, in their time, fulfill the promise of the name *recreation*.

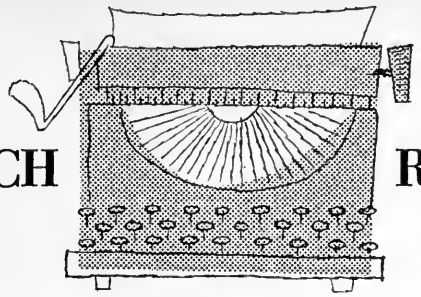
Air Force Fights Boredom

Airman finishes stitching on purse in a one-week course at a recent Fifth Communication Group Hobby Craft School.

Hobbies to the rescue again! At isolated communication stations in Korea, personnel of the Fifth Air Force have had their hobby craft programs expanded by a course which has provided craft instructors for many sites where only a few men are stationed. Men from twenty-four posts of the Fifth Communication and 502nd Tactical Control Groups attended a one-week hobbycraft school, taught by Miss Raleigh Marks of Washington, D. C., at the headquarters of the Fifth Communication Group. The men, who were relieved from regular duties by site commanders to attend the school. have become the crafts instructors at their own sites during off-duty hours. The course was given in two one-week sections, one for each of the two units.

Leatherwork and coppercraft were featured in the school, each man completing both a leather and a copper project. These included leather purses, belts, and wallets, many with intricate carving. The copper items included plaques, medallions, and ash trays, all of them polished and lacquered to a high luster. Emphasis was placed on the techniques of instructing as well as the crafts skills. A display of all the items made climaxed the Hobby Crafts School.

Miss Raleigh Marks helps with intricate tooling in course training twenty-four men to be craft instructors at lonely sites.



RESEARCH REVIEWS AND ABSTRACTS

George D. Butler

Recreation as a Function of Government in Virginia

This report* by James E. Pate, professor of political science, College of William and Mary, consisting of ninety typewritten pages and including numerous charts and tabulations, is very comprehensive and could act as a guide to state departments and state organizations other than those in Virginia. It shows how the Inter-Agency Committee on Recreation was created by executive order of the governor of Virginia and includes the functions of such committees. Organizations and personnel contributing to the report are authorities familiar with Virginia problems and interests.

The report recognizes that the program should function through all types of agencies, public, private, and commercial. Many times the commercial side of recreation is almost forgotten in such studies.

It further recognizes that recreation deals with people. It devotes considerable space to bringing to the attention of the committee information on population growth, age spreads, relationship of urban to rural populations, employment, business trends and characteristics of the people.

Delinquency and criminal acts as committed were studied with a view to determining whether recreation acts as a preventive. Mental disease was also studied for leads to possible relationship. Particular recognition was given to federal recreation activities in Virginia and to recreation activities of state agencies.

Often missed in an article of this kind, written from the state level, is the point of view of local communities and how they serve adjacent communities and accept the services of state agencies and organizations. A section of the report devoted to information of this nature shows clearly the immediate need of cooperation and coordination on all levels of government.

In discussing the various state divisions, the report not merely records the information submitted by the divisions, but in many cases suggests problems that should be solved and certain adjustments to their thinking that should be made. Recommendations are made throughout the report. —Robert L. Black, *Recreation Section, Missouri Division of Resources and Development.*

Recreation in California

This report, compiled by the State Recreation Commission, contains comprehensive data on finances and personnel of public recreation agencies in the state for the years 1953-1954 and 1954-1955. The figures relate only to public recreation and park agencies providing year-round services.

The amounts budgeted for operating costs to recreation departments and combined recreation and park agencies in 1954-55 are summarized as follows:

Population Range (*and number of cities reporting*)	Recreation Agencies		Recreation and Park Agencies	
	Minimum	*Maximum*	*Minimum*	*Maximum*
1,000 — 5,000 (*16*)	$2,400	$17,600	$14,500	$17,600
5,000 — 10,000 (*23*)	2,039	39,634	32,600	37,619
10,000 — 20,000 (*46*)	5,080	66,478	8,650	121,489
20,000 — 30,000 (*22*)	8,974	188,526	29,140	105,901
30,000 — 50,000 (*9*)	56,700	169,688	24,034	103,148
50,000—100,000 (*11*)	54,632	436,092	68,350	247,550
Over 100,000 (*10*)	143,677	1,088,830	371,749	9,182,141

A separate table recorded the park services in 87 cities and counties also rendering year-round recreation services. The total amount budgeted for the park agencies for 1954-1955 was $8,518,084 for operation and $1,365,246 for capital purposes. Comparable figures for 204 recreation agencies, including combined recreation and park agencies, were $35,625,389 for operation and $6,083,384 for capital items.

Other sections of the report deal with administrative titles, employment practices, employed personnel and rates of pay in selected recreation positions. The personnel reported by 203 public recreation agencies included 147 full-time and 56 part-time administrators, 49 full-time and 12 part-time assistant administrators, 233 full-time and 188 part-time and seasonal supervisors. In addition 745 full-time recreation leaders and specialists were reported; 4,538 such workers employed part-time and 5,056 others employed on a seasonal basis.

Golf Course Information

The National Golf Foundation, Inc., 407 S. Dearborn Street, Chicago 5, Illinois, has issued a report entitled "Average Income and Operating Costs of Municipal Golf Courses." This contains detailed information with references to more than thirty nine-hole courses and some eighty eighteen-hole courses. Detailed information is given for most of the courses, as to green fees, season tickets, length of season, number of employees, salaries of workers, revenue and operating costs.

The average annual income and operating costs are summarized as follows:

Population	9-Hole Courses		18-Hole Courses	
	Average Total Revenue	*Average Total Operating Costs*	*Average Total Revenue*	*Average Total Operating Costs*
500,000 Up	$30,540.02	$20,477.19	$48,053.74	$36,917.40
100,000 to 500,000	11,168.32	10,238.12	41,000.12	33,898.95
50,000 to 100,000	11,103.78	6,911.02	25,097.83	20,143.60
10,000 to 50,000	16,059.14	11,916.87	19,279.29	16,202.57
Under 10,000	9,653.82	7,872.75	22,855.21	19,652.57

Mr. Butler *is director of the NRA Research Department.*

* Prepared for the Inter-Agency Committee on Recreation, Richmond, Virginia, December 1953.

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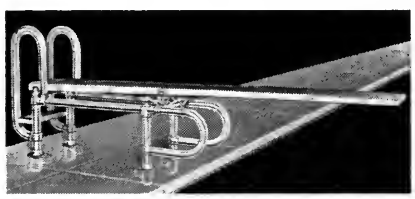

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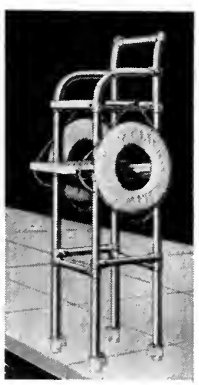

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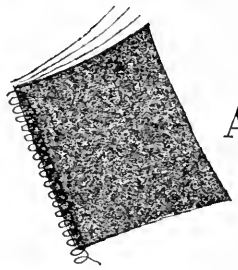

A REPORTER'S NOTEBOOK

People in the News

MARK A. MCCLOSKEY was recently appointed chairman of the New York State Youth Commission by Governor Averell Harriman and in his new post will coordinate efforts of private, state, and local government agencies to combat delinquency. Mr. McCloskey has been director of community education activities for the New York City Board of Education and has served as director of recreation for the Federal Security Agency and director of the Office of War Community Services.

New York's Youth Commission was originally created to study and analyze youth problems and the prevention of delinquency. It also provides state financial aid to municipalities for youth bureaus and education and recreation projects. More than 800 communities in the state operate youth projects.

The Omaha, Nebraska, Park and Recreation Commission marked the close of the city's centennial observances in December by naming a new park for MRS. PAUL GALLAGHER, a former chairman of the commission, who is a member of the board of directors of the National Recreation Association. The Rachel K. Gallagher Park will be dedicated during the coming summer. Mrs. Gallagher, in recalling the efforts to preserve the park as a public area, stated, "So much 'blood, sweat and tears' have gone into saving that piece of ground for joyful use that it is almost like having a battlefield as a namesake."

VINCENT J. HEBERT, superintendent of recreation and parks in Pittsfield, Massachusetts, was recently honored with a distinguished civic service award by the city's Jaycees. Mr. Hebert was cited as a man "who through his leadership inspired the employees and volunteers of the recreation and parks department to build the finest recreational program in the state." He received particular mention for opening new projects at Allendale Playground, Onota and Pontoosuc Lake developments, and for the expansion of instruction and general community programs.

RAYMOND L. QUIGLEY, president of the ABC California Amateur Baseball Congress and former director of recreation in Fresno for thirty-nine years, recently won two honors for his years of public service. The Fresno Fraternal Order of Eagles presented him with a civic citation for his work in developing the city's recreation program, and the board of park commissioners recommended to the city council that it name a recently authorized ten-acre park and playground in his honor.

HAROLD G. MANCHESTER is the first director of the newly created department of parks and recreation in Dearborn, Michigan. Consolidation of the park and recreation functions in Dearborn was approved by popular vote last November.

BUFORD BUSH has returned to his former position as a recreation specialist representing the California State Recreation Commission in the communities of San Joaquin and Southern California counties.

UDF Meetings

The United Defense Fund will hold its annual meeting in Washington, D.C. on April 18 and 19. Eight regional meetings will be conducted shortly thereafter during April and May.

National Publicity for Recreation

• The importance of community recreation and the work of the National

Recreation Association was highlighted in a radio program, "The Search That Never Ends" over the four hundred station network of the Mutual Broadcasting Company.

• "The Town That Woke Up" was the title of the half-hour program produced by the Mutual Broadcasting System in cooperation with the Institute of Life Insurance. In documentary style the program showed how many people lead empty lives and how an organized recreation program helps give impetus and direction to their energies. Joseph Prendergast was featured as a guest speaker.

• A half-hour TV show over the RCA coast-to-coast network was devoted to a discussion of the philosophy of play and recreation by Joseph Brown of Princeton University. The program, "Shaping Things and Vice Versa" is one in a series of education programs sponsored by the network and Princeton University.

Playground devices invented by Professor Brown and shown on the program were introduced at a general session of the 35th National Recreation Congress in St. Louis, and have been featured since in RECREATION magazine (December 1954) and *Sports Illustrated* (November 1, 1954).

Dates to Remember

• Pan American Day on April 14 marks the sixty-fifth anniversary of the First International Conference of American States which met in Washington to create a league of American nations from which has evolved the present-day Organization of American States. For ideas, materials, and literature to help celebrate Pan-American Day contact the Pan American Union, Washington 6, D.C. For other ideas regarding community observances of this event consult such National Recreation Association publications as *Our Neighbors to the South* (MP 310—$.15) and *Pan-American Carnival* (MP 312—$.35).

• National Hobby Month (April) carries the slogan: "Hobbies Tighten the Family Circle." The month's activities will be divided into four parts: "National Arts and Crafts Week," April 1-7; "National Model Building Week," April 8-15; "National Do-It-Yourself Week," April 16-23; and "National Photography Week," April 24-30.

News of Affiliated Societies *

• The *Indiana Park and Recreation Association* has adopted plans for a statewide TV publicity campaign using slides and spot announcements to point up the importance of park and recreation work over the state's twelve stations.

• At a meeting of the *Colorado Recreation Society*, it was decided that members of that organization would wear western garb during the National Recreation Congress in Denver from September 27 to October 1, and that all members should urge full participation by their staffs, committees and boards. It looks as though congress delegates are in for a demonstration of real western hospitality and color.

IN MEMORIAM

JOHN J. DOWNING

John J. Downing, director of recreation of the New York City Department of Parks died on January 31. He had been an employee of the department for forty-one years. Actively interested in amateur athletics, he had been president of the Metropolitan Amateur Athletic Union and at the time of his death was second vice-president of the National AAU.

As a member of the National Recreation Association's Committee on Standards in Playground Apparatus, Mr. Downing contributed to the preparation of a report issued in 1931 that for many years exerted a wide influence on playground development and is still referred to as a valuable guide. At the time of his death Mr. Downing was serving on the Association's International Recreation Service Committee.

FRED COOPER

Fred Cooper, for the past thirty-one years superintendent of recreation for the department of parks and public property, Trenton, New Jersey, died on January 6. Mr. Cooper had been associated with the department since 1909 when he worked as a volunteer. He was an ardent enthusiast of soccer and was the author of the "substitute" rule and is also credited as having introduced the "pass" in basketball.

* Affiliated with the National Recreation Association.

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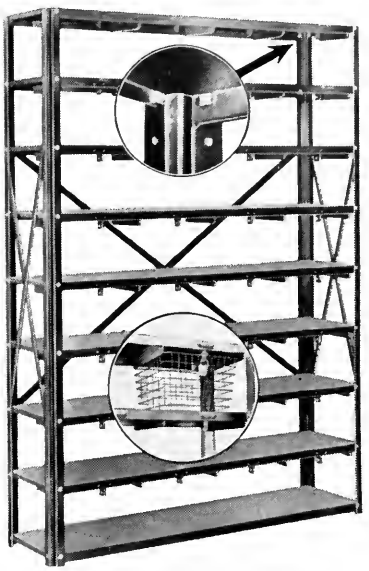

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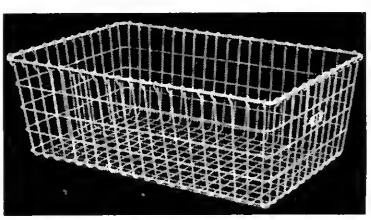

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Baseball For Boys

A Testing Program

Vincent L. Fowler

Great advance has been made in presenting organized baseball programs for boys at various age levels. All have specific advantages and disadvantages characteristic of activity programs of this nature. Our own baseball program is conducted by the Cortland Recreation Commission as an integral phase of the summer recreation program.

In 1949 the boys' baseball program was organized for participants of various age levels. Thus we had four classifications: Grasshopper League for boys twelve years of age and under; Midget League for boys thirteen and fourteen years old; Junior League for youths fifteen and sixteen years of age, and Senior League for lads nineteen years old and under. As the season progressed, this program presented several indications and trends. The most important trend was the fact that boys in organizing squad personnel did so strictly on the basis of ability, the ultimate result being that all the best players banded together on one or two squads in each classification. This obviously resulted in lopsided victories for a few teams, humiliating defeats for all others.

No participants benefited from this program to any extent. Instead of attracting all possible participants to the play areas, we were in reality accomplishing the opposite. A study of the facts proved that forfeits were directly attributable to this failure of basic organization structure. No one enjoys being "trounced," and actually very few people derive much satisfaction from an easy victory. The number of participants indicated that interest was highest in the young classification and gradually decreased as the groups advanced to older classifications.

To rectify these problems so our baseball program would achieve the objectives for which it was organized, several alterations were necessary. The recreation department employed a well-qualified and respected individual, Carl "Chugger" Davis, as boys' baseball director. Mr. Davis has been physical education instructor and coach at Cortland State Teachers College since 1929. He is a graduate of Missouri State Teachers College and Springfield College.

Utilizing the information and data we had compiled on previous league standings, participants, forfeits, and averages, we decided that a baseball school was necessary in order to achieve the objectives of the community recreation program. This was organized. Each morning boys in the age group of twelve years and under would participate in group drills and motor ability skills. Afternoons were devoted to older boys divided into two sections, fifteen years and under, and nineteen years and under. Adjustments in the level of baseball instruction were of a nature suited to the specific age group difference.*

Equipment. Batting tees were improvised from discarded gallon buckets, broom handles, and bicycle tires. These were constructed at various heights depicting the different levels at which the pitcher makes his delivery. Wetting down the sand filled buckets prior to usage aided in retaining the extension handles in place.

Rectangular pitching targets were also constructed from two lengths of baling wire stretched between two anchor sites. (We used a nine-gauge wire-fence tennis backstop and light pole for anchorage.) Spaced approximately ten feet apart, targets were formed between the suspended wires. These were made of white or yellow twine and represented the rectangular target seventeen inches wide across home plate and the distance between the batter's armpits and knees in normal batting stance. Wire loops were made at the points of anchorage. At both ends of the suspended wire lengths, a light coil-spring and spring-snap were attached. Thus, the entire rig could be assembled or taken down in a few moments. Catchers could be utilized behind the target with no danger of being struck by deflected balls (usually the result of taut wire).

This testing device was made more realistic by improvising home plates and pitching rubbers from ends of orange crates and painting them white. These were each secured to the ground by two marine spikes and tamped to surface level, and they could be set down or removed with economy of time and effort.

MR. FOWLER *is director of recreation, Cortland, New York.*

* Baseball School Outline available upon request from Mr. Fowler, Recreation Commission, Cortland, New York.

Evaluation. The testing program was an individualized subjective evaluation. Each lad was observed, and his mechanical kinesthetic reactions analyzed in skill tests utilizing the improvised testing devices previously mentioned. Supplementing the batting test from the stationary tee, and the control pitch, were skill tests in fielding ground balls and infield throw (combined), and the fielding of flyballs and the long throw (combined).

Every participant was given a rating on a scale which indicated values of: one—above average; two—average; three—below average. It was considered essential that each participant be tested and judged in his specific age group. The most important finding in Cortland's testing program was that a definite cleavage was found in the age bracket twelve years and under. This prompted a further division in our instruction programs. Boys eight to ten years were organized into a nine o'clock section, and those eleven to twelve into a ten-thirty section. This marked inability of boys ten and under to compare favorably with boys eleven and twelve, caused us to revamp our age groups for league play also.

CORTLAND RECREATION DEPARTMENT
BASEBALL SKILL TEST RECORDS

TEST	REMARKS	RATING
#1 Control Pitching	5 strikes out of 10 pitches	2
#2 Fielding Grounders	7 assists out of 10 chances	1
Infield Throw	6 accurate throws out of 10 chances	1
#3 Batting	4 hits out of 10 times at bat	1
#4 Fielding Fly Balls	4 catches out of 10 chances	2
Out Field Throw	3 accurate throws out of 10 chances	2
#5 Bunting	2 fair bunts in 10 attempts	3

NAME Johnny Jones AGE 9 years YEAR 1953

Selection of Squads

Having made the basic subjective test evaluations, Mr. Davis, John Moiseichik, playground supervisor and physical education teacher in Cortland's elementary schools, and the author proceeded to select squads of fifteen boys. Consideration was given to individual rating and age in the selection of each player. Using an alphabetized list of participants in each group, we equalized teams as nearly as possible. For instance: Adams John, age twelve, rating two, was assigned to team number one in his age classification.

Carl "Chugger" Davis, left, helps Mike McDermott's batting. Instruction is adapted to participants' age levels; the boys are divided into three sections on this basis.

We continued down the list until every team in that classification was assigned a player, age twelve, rating two. Participants rated one and three were assigned to each squad in a similar manner. With this method, teams in each age group were equalized as much as possible.

Our organized league classifications resulted as follows: Pee Wee League, ten years and under; Grasshopper League, eleven and twelve years; Junior League, thirteen, fourteen and fifteen years; Senior League, sixteen, seventeen, eighteen, and nineteen years. As the participant's age increased. the particular classification was inclusive of greater age range. This was an attempt to maintain the competitive level in direct relationship with the maturation period.

To further check the chance of human error, three additional days were devoted to playing under game conditions. To facilitate the process, three teams participated in each game. Team number one started in the field, rotated to observation, and then batted. Rotation continued until all teams of a specific age classification had participated against one another. Obvious weaknesses or strengths necessitating adjustments in squad personnel were then made.

In selection of squad personnel, possible problems had to be anticipated. Special consideration was given to assure each squad of capable catching and pitching. Successful operation was insured by placing on each squad two boys who had known or exhibited strong characteristics of leadership. In an effort to place importance on the acceptance of responsibility, all squads elected their own captains and co-captains. Surprisingly enough, all potential leaders whom we had placed on squad rosters were selected.

In addition, each team had to appoint or elect three members to the "call committee." Each member of this committee had the responsibility of informing four other teammates of each playing date, time, and location. These boys had to be individuals other than the captain and co-captain. Interest was constant and actually increased during the season.

Sponsorship of any teams was procured through the efforts of that team. Selection and ordering of uniforms within the scope of the respective sponsors' generosity were team problems. Complete business transactions between sponsor,

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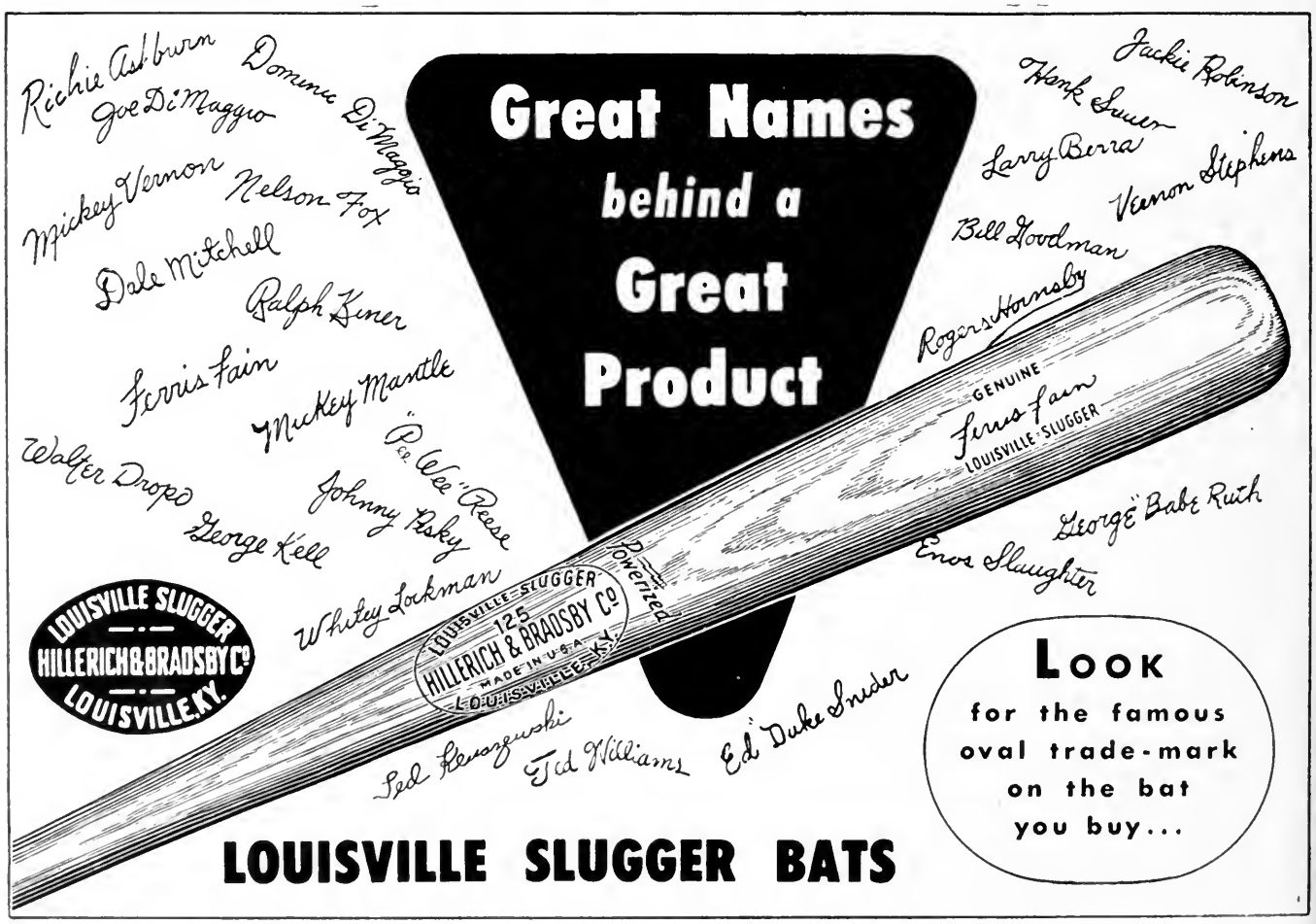
team, and sporting goods dealer were conducted and completed by team members. Several teams earned money for T-shirts and caps by selling tickets to the Lions Club circus.

In ventures of this nature, cooperative factions must have previous orientation as to what is to be expected. This was accomplished through the medium of public relations by the recreation department. This phase of the organized baseball program is important. A fine learning experience and exposure to future responsibilities were presented to the participants in a controlled situation.

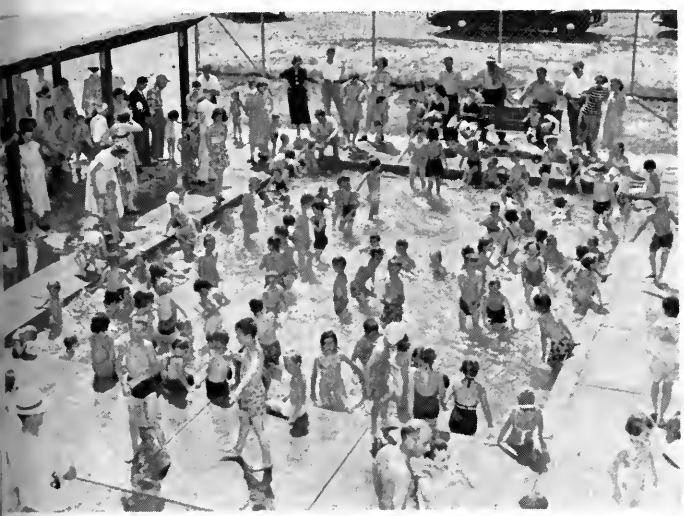
Our 1952 records and data concerned with the integrated summer playground program conclusively indicated mutual benefits for all participants in the baseball program. Attendance figures increased in all planned activities such as swimming instruction, golf, archery, crafts, and quiet games. This was, in part, attributable to evenly contested baseball games and league competition which originally attracted participants to play areas. This latter point is especially important as boys would come to play baseball regardless of their individual native abilities, because each team encountered successful experiences to some degree. Once on the play area, individuals were directed by competent recreation leaders into other worthwhile leisure activities.

This year, our integrated boys' baseball program gives every indication of being more instrumental in the development of a qualitative community recreation program. To a great extent, this reflects the organization efforts of the recreation commission and the essential community cooperation which insures maximum returns from maximum efforts.



OUTDOOR SWIMMING POOLS - Part 3

George D. Butler



Spring day view of wading pool adjoining Barre, Vermont, swimming pool. Dimensions: 20 by 30 feet; 6 to 18 inches deep. Note shelters and benches for watching mothers.

We are pleased to announce that this series of articles will be extended to include Part IV—which will appear in the April issue of RECREATION.

Basic Design Features

(Continued)

Seating for Spectators

Every pool, regardless of type, attracts persons who enjoy seeing others have a good time in the water. Fathers and mothers like to watch their children in the small neighborhood pool, and adults are more likely to bring groups of children to a pool if comfortable, shaded facilities, where they can sit and see the children, are provided nearby. Such facilities also help to make customers out of spectators.

Special events such as swimming meets, water pageants, and aquatic carnivals attract great numbers of spectators to the large city pool, where ample seating facilities are essential. The question of the amount and type of seating to be provided therefore must be considered in the planning of every pool in order that suitable space may be set aside for it.

Permanent bleachers have been provided more often at the large pools designed for competitive and feature events than at smaller units, but there is evidence that seating facilities increasingly are considered an essential pool feature. Permanent seats are commonly supplemented by removable bleachers when special events are held. Seats should be on the west or south side of the pool so the sun will not be in the eyes of the spectators. A location near the deep end and at right angles to the diving boards is desirable. The roof of the bathhouse or filter building is used as a spectators' gallery at some pools, in which case access to the roof must be from outside the pool area.

Spectator space should be entirely separated from that used by the bathers, preferably by a low fence that will not interfere with a view of the pool activities. If seating area is of concrete construction it should be sloped to a drain so it can be flushed with a hose without any water entering the area used by bathers. A low curb to prevent dirt from being carried into the pool area may be essential.

The Wading Pool

Swimming is a favorite form of family recreation and, increasingly, family groups are encouraged to use community pools. At some of these, with a minimum depth of a foot or less, a portion of the shallow section is fenced off for use by small children. At others a concrete wall separates a shallow children's area from the main pool. Since the minimum water depth in most pools is three feet or more, however, they obviously are not suitable for use by very young children. Consequently, there is a growing tendency to construct a separate wading pool as an adjunct to the swimming pool. The wading pool is usually completely enclosed by a fence in order to prevent the young children from wandering into the swimming pool area. The wading pool is commonly located in an area adjoining the swimming pool deck so that parents using the pool can easily see their children in the wading pool. Proximity to the toilets in the bathhouse is desirable.

Dimensions of the wading pool are usually twenty by thirty feet or more and the water depth commonly varies from six to twenty inches. The pool bottom should not slope more than one foot in fifteen. A paved walk several feet wide should surround the pool, and paving of the entire area within the pool enclosure is desirable. A concrete curb or coping a few inches high commonly extends around the edge of the pool. Benches should be provided along the fence for the

MR. BUTLER, *director of research for the NRA, is currently chairman of the Swimming Pool Study Committee of the Conference for National Cooperation in Aquatics.*

use of mothers who bring their children to the pool, and a pergola or canvas shelter is sometimes erected to afford shade for them. A sand beach or court is a great attraction and provides valuable play opportunities; a sand trap is essential in a pool adjoining a sand area.

It is customary at playground wading pools to have a continuous flow of water into the pool while in use and to empty and clean the pool daily. When part of a swimming pool installation, however, the wading pool can be tied in with the recirculation system and filled with chlorinated water at the proper temperature. The water can thus be kept clean and purified, and the possibility of pollution that exists in the fill-and-draw type of pool is eliminated. Inlets are often installed that enable the water to be brought into the pool in the form of showers or fountain sprays—a popular feature if the water is not too cold. In some wading pools the water is not returned to the filters, but the pool is emptied daily and refilled with treated water.

The Bathhouse

The bathhouse is an essential feature of every outdoor pool development except where the pool adjoins a building which can provide the needed facilities. It is more readily seen by the passerby than is the pool itself and should therefore be so designed as to present an attractive appearance appropriate to the site and in harmony with the pool and its related facilities. The building should be readily accessible from the street and the parking area. It is often advisable to place the bathhouse where it will protect the pool from prevailing winds. Most authorities believe it should be at the shallow end of the pool so as to reduce the likelihood that children and poor swimmers will thoughtlessly run from the building and jump into the deep water.

Many bathhouses are of architectural concrete or of cement blocks with a stucco finish—materials which fit in with the construction of most pools. The building usually occupies at least one third as much space as the water area of the pool. Bathhouse facilities are sometimes incorporated in a recreation building, in which case they serve a dual purpose and are used the year round.

Several factors should influence the design and construction of every bathhouse. It should be planned in such a way that it can be supervised and operated by a minimum staff. Units should be arranged so that circulation of bathers through the building and to and from the pool is easy and direct. Rooms should be light and well ventilated. Materials used should be impervious to moisture; and floors, walls, and equipment should be constructed so as to facilitate cleaning. Interiors painted in various colored pastel shades are reported most satisfactory and least likely to be defaced.

The chlorinator should be placed in a separate room, equipped with a device to assure ventilation of any escaping chlorine gas. In some cases the lobby and dressing rooms are planned so the equipment can be removed and the rooms used for group activities outside the swimming season.

Essential units in the bathhouse are a lobby, which serves as a center of control, and separate dressing, shower, and toilet rooms for men and for women bathers. Additional facilities are a manager's office, first aid room, checkroom

A 35- by 75-foot pool. Desirable changes in this would be wider decks, bathhouse at the shallow end, with wading pool near the bathhouse, and provision of bicycle racks.

for bags or baskets, equipment storage room, room for pool staff, snack bar, and toilet rooms for non-bathers. The filters, heater, and chlorination apparatus are usually installed in the bathhouse.

The size and type of pool determine the number, types and sizes of the facilities required at a particular pool. The Joint Committee on Bathing Places[1] has suggested the following standards for certain facilities, based on the assumption that two thirds of the bathers present at any one time will be men:

1 shower for each 40 bathers
1 lavatory for each 60 bathers
1 toilet for each 40 women
1 toilet for each 60 men
1 urinal for each 60 men

In some sections there is a tendency to build dressing facilities of an "open court" type as they are less expensive, the sun and air help in keeping them clean, and they are less susceptible to vandalism.

Much useful literature is available on the planning and equipment of dressing, shower, and toilet rooms, but little has been written about the bathhouse lobby and checkroom. The following suggestions by C. P. L. Nicholls, municipal supervisor of aquatics in Los Angeles, are consequently of special interest:

"The function of the lobby is to provide a place where fees are accepted, tickets are issued, and if suits and towels are to be furnished they are given to patrons entering the pool over the counter provided. The lobby must therefore have a counter with spaces for checking valuables, space for a ticket machine, space for a changemaker or cash register, whichever system is to be used, and cupboards and closets to store cash report forms, and cubbyholes and boxes to store the valuables checked for safekeeping by patrons.

"In the smaller pools the checking racks are stored behind this counter. The clothes are stored in plastic checking bags which are passed through the windows on each side of the counter from the boys' dressing room on one side and the girls' dressing room on the other. Appropriate baffles are arranged so that the checking personnel may not have a view of the dressing room in order to provide the necessary privacy for those using these spaces. It is customary in some installations to provide electric outlets and wall space for vending machines. Wall space is also provided for bulletin boards, trophy cases, and also some bench space for those waiting for friends.

"In small pools clothes are stored behind the counter space in the lobby room; in large pools space for checkrooms must be provided on the boys' side and also on the girls' side. However, no matter where the checkrooms are located, the same square-foot area is required per bag, and in the planning of the checkrooms this factor must be kept in mind; for instance, for each bag checked 1.5 square feet may be allowed for each when two rows high of checking bags are planned."

[1] *Design, Equipment and Operation of Swimming Pools and Other Public Bathing Places,* The American Public Health Association, New York, 1949.

Large rectangular pool, Redwood City, California. The popularity of the shallow area, use of deck space and protective wall, and the need for additional seating facilities is apparent.

Bags or baskets are now used more widely than lockers for the checking of bathers' clothing. Few dressing facilities are provided at the small neighborhood pools in several cities, because a majority of the bathers walk to the pool dressed for swimming. Shower as well as toilet facilities are essential, however, since a warm bath in the nude is considered a "must" for bathers by many pool and health authorities.

Site Requirements

The preceding sections of this article have dealt primarily with the phases of pool design which are related to space and which determine the amount of area that must be set aside for this type of facility. The pool itself, the deck, sunning areas, seating facilities, wading pool, game courts, refreshment area, parking space, the bathhouse and its setting—all are important elements in the well-rounded swimming center. Some of them may be omitted at a specific project, but they all should be considered in planning for the pool. It cannot be emphasized too strongly that, in selecting the site for a pool, sufficient space be available to meet these varied requirements. The problem cannot be solved by building the pool in the corner of an over-crowded recreation area or on any other restricted site. An ample, well-chosen site, on the other hand, is a big factor in assuring a popular, successful pool.

Pool Construction Factors

The construction of an outdoor pool requires consideration of a large number of factors, some of which are obvious. Others, however, are sometimes overlooked until after the pool is put in use, when it is impossible or difficult to provide for them. A few of these factors will be mentioned briefly below. As previously stated, the construction of a pool should be undertaken only after a design has been prepared by a competent architect or engineer. Valuable information on construction details will be found in the bibliography to appear in the April issue of RECREATION.

Type of Construction. A pool should be built of material that provides a watertight tank with a smooth, light-colored, and easily cleaned surface. Reinforced concrete (usually form poured) has been used most widely in the construction of public pools. In recent years pneumatically applied reinforced concrete, commonly known as gunite, has been used, especially for smaller pools in sections of the country which do not have extremely cold winters. Its cost is appreciably less than that of form-poured concrete. A precast steel-reinforced concrete pool consisting of a poured concrete floor and twenty-foot precast wall sections was constructed in 1954. Wall sections, complete with fittings set in the panels, were lowered in place after the floor was poured, then bolted tight. This type of construction, permitting as it does a drastic reduction in the time required to build a normal poured pool and a considerable saving in building costs, merits study.

The use of steel for the walls and floor of pools is receiving considerable attention and several such pools have been built by municipalities. Few, if any, of these municipal pools have been in use long enough to afford a basis for comparing them with concrete pools, as to ease of maintenance and length of life. The statement has been made that, so far, steel pools appear to have "a susceptibility to soil acids that cause leakage and rust."[2] A considerable difference of opinion prevails as to the comparative construction cost of steel and reinforced concrete pools.

Regardless of the material used, it is desirable that the corners of the pool wall be rounded to facilitate cleaning. The number of expansion joints should be at a minimum.

Finish. The lining of the pool walls and bottom should be of a white or light-colored material so that persons or objects in the water will be clearly visible. Among the various materials used for finishing the concrete surface of a pool are white cement and silica sand smoothly finished, marble dust and chips mixed with sand and cement, and a plaster finish such as "silicite." Care must be taken to protect the finish of the pool during construction to prevent it from being soiled or stained.

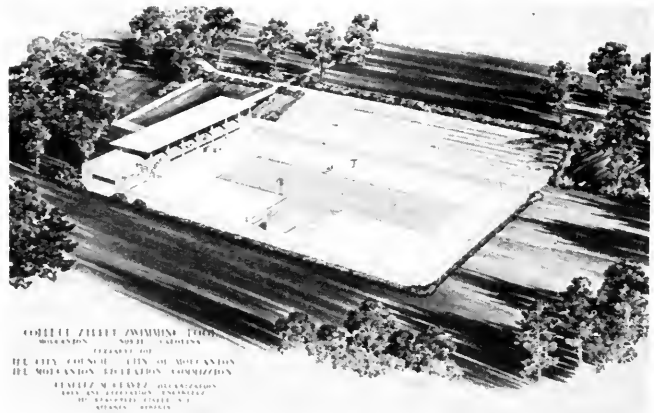
Use of such materials makes it unnecessary to paint the walls and floor—an operation that must be repeated every year or two. If the pool is painted, the recommendations of the manufacturer should be followed precisely. A white paint is generally believed to be most satisfactory although color is often used. Paint should be applied only to thoroughly cleaned surfaces.

Tile, terra cotta, and precast concrete slabs may be used for the inner lining, but, because of the cost, they are rarely used in municipal pools. Asphaltic materials do not show the dirt readily or make the bottom easily visible, so are not considered suitable for pool lining.

Walls and Floors. Side and end walls of all pools should be vertical, as they can be be cleaned readily and are less of a hazard than sloping walls. As previously indicated, the poured reinforced concrete wall is most widely used and generally favored. Walls must be designed to withstand the water pressure from within when filled and the pressure of the surrounding earth when empty.

Precautions must be taken to protect the walls and floor

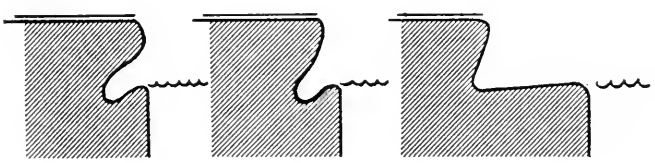
[2] *American Municipal News.*



A 165-foot T-shaped pool in Morganton, North Carolina. Note wide decks, ample bleachers, and the deck area with snack bar over bathhouse. Designed by Charles M. Graves.

against damage by frost or external water pressure through adequate subsurface drainage. The expansion joints in walls should be keyed and made watertight. In general, pool walls are not less than ten inches thick and floors not less than six inches thick. Thickness, as well as the amount of reinforcement needed, depends upon many local factors.

Overflow Gutters and Copings. An overflow gutter or trough is an essential feature of every pool, and it is generally recommended that it extend around the entire perimeter of the pool. The overflow serves to remove foreign matter from the pool surface and affords a handhold for tired swimmers and for practicing strokes and kicking.



Among several types of overflows, the following are typical: inset, back-set, and open or roll-out. The accompanying sketch illustrates the general nature of these types. The inset gutter, long the most widely used, has the advantage of being recessed; it therefore does not interfere with the swimmer and he is unlikely to come in contact with waste materials entering it. It is reported to have a better wave reduction factor than the other two types—a consideration in pools designed for competitive swimming. It is difficult to clean and repair, however, and has sometimes been built so that an arm may be caught in it.

Widely installed in recent years, the back-set type differs chiefly in that it is more open and hence easier to clean. The roll-out gutter is entirely open to the light and is therefore easy to clean. It does not afford as good a handhold as the other two types and unless it is fairly level it may make entry into the pool more difficult. On the other hand, it enables the swimmer to get out of the pool much more easily. An increasing number of pools are installing the roll-out type. In the Conference for National Cooperation in Aquatics study mentioned in Part I, more people indicated a preference for this than for any other type of gutter.

In all three types the bottom of the gutter should pitch at least one-quarter-inch per foot between drains, which should be installed at intervals of not more than fifteen feet around the pool. In the inset and back-set overflows, the width of the trough opening is generally at least three inches and the depth at least four inches so the swimmers' fingers will not reach the bottom of the trough. The roll-out gutter is usually at least ten inches wide, so the swimmer may rest on it after leaving the pool.

Many authorities recommend installation of a curb or coping along the edge of the pool deck above the gutter. This prevents much dirt from being blown or washed into the pool and allows the use of high-pressure water lines for washing the deck. The pool gutter is usually of concrete, although some are lined with tile. One pool designer highly recommends that the overflow gutter and coping be made of Indiana limestone which is cut at the quarry. Although more expensive than formed concrete, it fits into place more readily and is permanent.

The flush deck pool, a relatively new type, has no gutter, trough, or coping. The water is kept at the level of the deck, so swimmers may readily pull themselves out of the water. The problem of cleaning gutters is also eliminated. Reported disadvantages are that a backstroke swimmer may find himself on the pool deck, and that the deck is constantly wet, and therefore slippery, and inconvenient for persons teaching or officiating around the pool. Furthermore, dirt and other foreign matter are deposited on the deck instead of in the gutter where they are carried away quickly.

Ladders and Steps. These, of corrosion-resistant materials, are essential to facilitate egress from the pool. They should be provided along each side of the deep end of a rectangular pool, preferably fifteen feet or more from the end. One or more additional ladders on each side are usually required, depending upon length of pool. At least one ladder or recessed stair is needed near the shallow end if the minimum water depth is more than two feet. Ladders should not be placed at the ends of the pool. In a diving pool or bay, it is desirable to place them on the side opposite the boards or tower, so that divers may leave the water promptly after completing a dive.

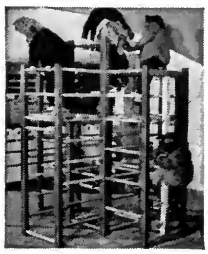
As a rule, ladders should have a handrail on either side at the top, leading out over the deck or coping, and be constructed so they can be removed easily for repairs or when the pool is used for special or competitive events. The treads should be of non-slip material and built so a swimmer cannot catch his arms or legs between the ladder and the pool wall. In some cases the ladders are recessed, with step holes inserted in the pool walls. Where this is done, they should be designed to be cleaned readily.

In case the area around the pool is uneven or the pool and the bathhouse are not on the same level, the use of ramps rather than steps is recommended, where feasible.

* * * * *

The fourth and final article in this series will appear in the April issue and will cover additional construction factors, water recirculation and purification, other important considerations, and a selected bibliography.

OUTDOOR MODEL For elementary school children of all ages; steel construction, 8′ 4″ long, 6′ 3″ wide, with 10′ 6″ tower.



INDOOR MODEL For young children; hardwood construction, 5′ 0″ square, with 6′ 9″ tower. Slide 16″ wide by 7′ 10″ long, optional.

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"No man is really happy or safe without a hobby, and it makes precious little difference what the outside interest may be . . . anything will do so long as he straddles a hobby and rides it hard."—Sir William Osler

Include Hobbies and Hobby Shows

EVERYONE NEEDS a hobby—to give him an interest outside the routine of his daily work, to give him an opportunity for creative self-expression, to make his life fuller and richer and more complete. And what a list there is to choose from! *Collecting things*—anything that strikes one's fancy; *making things*—with any of a wide variety of materials; *picturing things*—with brush, pencil or camera; *raising things*—flora and fauna. All these are fun-filled hobbies, and there are dozens more!

What Does the Recreation Director Do About Hobbies?

- He finds out what the people's interests are.
- He brings together those with similar interests.
- He arranges for meeting rooms or necessary facilities.
- He helps to organize groups and schedule meetings.
- He puts on a hobby show from time to time.

Above all, he never looks down his nose at any hobby, no matter how silly it seems to him! Many men like to cook or to do needlepoint; he arranges for them to do these things with a congenial group. Many girls like to make furniture; he doesn't tell them they'll hammer their thumbs, he sees to it that they learn to use tools safely. In short, he is helpful and cooperative, and he takes a personal interest in everyone's hobby.

Where to Begin?

With that old stand-by, the interest-finding questionnaire. It might look something like this:

HAVE YOU A HOBBY?

Or do you *wish* you had a hobby? So do lots of your fellow employees. Fill out this questionnaire today—and let's get together.

Check on the following list the hobby groups you would be interested in joining; check twice those in which you would be willing to give volunteer leadership:

Arts and Crafts	_____	Radio and Television	_____
Camera	_____	Stamps	_____
Coins	_____	Woodworking	_____
Gardening	_____	Others	
Great Books	_____	(Specify)	_____
Model Building	_____		_____
Needlework	_____		_____
Puppets and Marionettes	_____		_____

Name_____ Department_____

Shift_____ Home Address_____

Telephone Number_____ Date_____

Group competition at one of handcraft exhibitions sponsored by N. Y. Trust Company, won by Grand Street Settlement.

This is merely a suggested form. Adapt it, add to it, work out a better one. Make it suit your own people and their tastes as you know them.

Arrange with someone to distribute and collect the questionnaires. In industry someone from each department can do this during rest periods or lunch hours. Returns will be better if the forms are not taken home.

When new people arrive at your center, or join the company, see that they have an opportunity to fill one out.

When the questionnaires have been collected and summarized, arrange organization meetings immediately for those groups in which a sufficient number have indicated an interest. Find out: how often the majority want to meet, what time suits most of them, what facilities they will need.

- Photographers will want a darkroom.
- Gardeners will want small plots of ground.
- Art and craft groups will want a large room with tables, running water, space for easels, a kiln if they are working in pottery or ceramics.
- Woodworkers will want tools, workbenches, drill presses, bench saws—the usual equipment of a carpentry shop.

If you are in industrial recreation, or some other organization which cannot make these facilities available, look around the community. Get in touch with the community

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MURIEL EDGERTON MCGANN *is a staff member of the National Recreation Association Publications Department.*

n Your Program

Muriel E. McGann

This puppetry demonstration took place during the Annual Hobby Show at Oglebay Institute, Wheeling, West Virginia.

recreation director, schools, YMCA or YWCA, churches with parish houses, other organizations which might be helpful. Make use of every available resource. Cooperation with the community is good public relations. Also make your own facilities available to the community. Such neighborliness pays.

Somewhere, somehow, you will find a suitable meeting place for each hobby group. These quarters must be available at convenient hours and readily accessible by public conveyance, unless you can work out car pools which will accommodate all the members of the various groups.

What About the Others?

The hobbies in which a few people expressed interest, but in which the formation of a group was not warranted? Talk to the people who checked these interests. Find out whether they just have a vague idea that beekeeping, for example, might be fun, or whether they have a real interest in and working knowledge of the subject. If one or two of them really know something about it, you might arrange for these people to give a short talk in an appropriate place; give them a chance to interest others!

A window display or shelf show of their work (see more about this in section on hobby shows) might help to stimulate interest to the point where a group can be formed. If outside help is available, use it. Ask someone in the community who is interested in this hobby to come in and talk to your group about it.

In industry, the place of the hobby groups in the over-all program may be determined by each group having a representative on the plant recreation council; or the hobby program may be treated as a unit, with one or more representatives elected from the entire hobby membership.

They may pay dues to an over-all organization or they may be more or less autonomous, with dues paid and expended by and for each individual club. Most hobbyists prefer the latter arrangement. Whether or not the hobby clubs receive any subsidy from management will, of course, depend upon company policy.

Beware of Too Much Organization—Too Much Leadership

Business meetings should be as short—and as few—as possible. The members are there to work or talk about their hobbies. The recreation director should be as inconspicuous as possible, and when things are running smoothly he should be completely invisible. He should keep his ear to the ground, know just how each group is getting along, and help when problems arise; but the members should be encouraged to determine and work out their own program. They want the fun of doing things themselves.

Give Special Attention to Those Nearing Retirement Age

Retirement can be tragic, empty, aimless; or it can be the fulfillment for which the individual has worked—the period in his life when he has time for the things he wants most to do. The recreation director can help to determine which it is to be. Some industries are now setting up education-for-retirement programs. Some time before the actual retirement date—several years, if possible—the industrial recreation director should discuss with the employee what he plans to do after he retires. The director should help to guide the employee in the selection of a hobby that he will be able to pursue for the rest of his life. If it has some money-making possibilities, so much the better. This type of hobby gives a man an added sense of being useful, and the extra dollars will be a welcome supplement to his pension. Whatever the recreation director does for these older workers should be coordinated with the company's retirement plan.

The recreation director, in whatever situation, should do everything in his power to make hobbies so important to individuals that they can look forward to their retirement as a time when they will be able to devote many more hours to these absorbing interests.

Hobby Shows

To have a thing is nothing,
if you've not the chance to show it.
And to know a thing is nothing,
unless others know you know it.—Lord Nancy

Everyone Likes to Show Off. People who have collected something or created something with their own hands have more right than most of us to want to show off a little. Hobbyists like to see other people's work; they like even better to display their own work; best of all, they like to win some

sort of recognition. They'll be pleased with ribbons or certificates of merit; they'll be delighted with inexpensive trophies. If, as sometimes happens, the best work of art is purchased for permanent exhibit, they'll be out of this world!

You don't need a great big space. Of course, if there is a recreation hall, or a community house, armory, or other suitable building in the neighborhood, that's fine; but if there just isn't any such place—put your imagination to work! Build a set of shelves; use your windows as display cases; look for a vacant store; go outdoors and let the community in on the fun.

Shelf Shows can go on all year round. Somewhere there is a corner that will accommodate a cabinet or a bank of shelves—perhaps in the lobby or cafeteria, any place where the majority of persons will see it in the course of their normal routine.

Before the shelves are built, talk to the hobbyists themselves; get some idea of the size and shape of the articles that probably will be exhibited. Try to work out a pattern that will be adaptable to many different displays. Adjustable shelves usually will prove to be the most practical.

Use a neutral finish which will harmonize with everything, ivory or light gray if the shelves are painted, or a natural wood finish if the wood you are using is light and has an attractive grain. Glass doors that can be locked will protect the display from dust—and from anyone who might be overcome by a desire to possess any of the exhibits!

The shelves may contain: a one-man show, an exhibit by all the members of any one of the hobby clubs, selections from the work of all the hobby clubs. Don't let the exhibits "get stale." Change them every two or three weeks to attract continuing interest, and to allow as many people as possible to show their treasures.

Window Shows are eye-catchers! The whole community will stop to look at them if they are displaying: collections —buttons, china figurines, art from other lands; models—boats, automobiles, airplanes; dolls—perhaps the ones your group dressed to give neighborhood youngsters at Christmas.

Anything that one person is interested in making or owning, others will be interested in seeing. Here, too, change the display often. If you haven't enough material for a continuing exhibit, make the show an annual event, lasting for a week or two. Invite people in the community to display their handwork or collections, and don't forget the children. Invite Boy and Girl Scout troops, playground youngsters, and school art classes to set up shows. Be a good neighbor —you need the community and the community needs you!

Vacant Stores allow room for the exhibitors, too. Holding the hobby show in a store that is temporarily unoccupied will make it possible for the exhibitors to meet the spectators and to give talks and demonstrations. The weaver can work at his loom; the artist can paint at his easel; the puppeteer can give a performance; the collector can tell the stories behind the very special pieces in his collection.

They can all bring their hobbies to life, make them more interesting to others, and perhaps influence the spectators to take up hobbies of their own.

Hold Outdoor Art Exhibits. Many communities are now presenting the sidewalk art exhibits which have long been a familiar sight in Paris and Greenwich Village; so can you! Hang pictures on fences or clotheslines, or prop them against a convenient wall. The art work in this type of show is frequently priced for purchase if the exhibitors are interested in selling their work. Some of the artists may be on hand during the show to make sketches, pen and ink drawings, or silhouettes of passers-by for a small fee.

If You Have a Recreation Hall or some other appropriate, large room at your disposal you can give a show in which all groups, or individuals in one age group, such as goldenagers, are invited to participate. You will need committees for: clean up; decorating; entertainment and program; exhibits and entries; location, equipment, and floor management; publicity and, possibly, finance; reception; refreshments; transportation—depending upon how elaborate your show is to be.

Be sure to secure plenty of advance publicity. Such a show entails lots of work and deserves a large audience—make sure that the whole town knows about it through newspapers, radio, and television broadcasts, posters, throwaways, word-of-mouth advertising. Urge everyone to "talk it up."

If awards are to be given, the judging should be held at the beginning of the show, so that the exhibitors may have the satisfaction of displaying their prizes, and spectators will recognize the exhibits which were considered outstanding.

Although you cannot guarantee the safety of any of the exhibited articles, every precaution against damage or loss must be taken. Many of the exhibits may have considerable intrinsic value and all of them are precious to their owners —they must be protected in transit and while they are on display.

Learn By Experience

Don't attempt to put on a city-wide or company-wide hobby show until you have held several smaller shows—for individual hobby clubs, perhaps—and have some experience to guide you. Send for the National Recreation Association's booklet, *Planning for Success—Hobby and Art and Craft Shows*, P66, $.25. It contains more detailed information about the types of shows mentioned here, including: duties of committees; suggested hobby classifications; ways of displaying exhibits; program suggestions. It deals primarily with community and playground hobby shows, but many of these ideas will be equally useful in planning shows for other groups.

Start Your Planning for Your Hobby Show Today. It will stimulate increased activity among the hobby groups, encourage more people to take up hobbies of their own, generate friendliness among the individuals, increase understanding and neighborliness in the community, be a tremendous source of pleasure and satisfaction to the hobbyists who would like their work displayed!

How To Do It! by Frank A. Staples

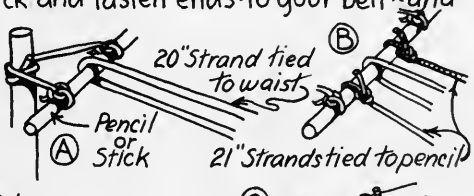
Make A Square Knot Bracelet

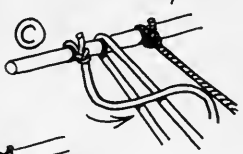
MATERIALS

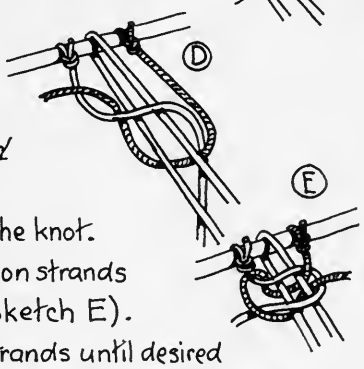
Cord or Rug Yarn or Round Lacing, Household Cement and a Button.

METHOD

1. Cut one strand twice as long as length of bracelet plus 8 inches. *Note: Average bracelet 6" long - strand 20"*
2. Cut two strands $3\frac{1}{2}$ times bracelet length - *strand 21"*
3. Loop first strand (*20" strand*) around pencil or stick and fasten ends to your belt - and pencil to a stationary object. (See sketch A).
4. Tie the two other strands to pencil. (See sketch B).
   Note: Use different color strands for best results.
5. To make the square knot bracelet ~
   a. Take left-hand strand (*white*) and throw end to right and over two middle strands (*20" strand doubled*) (See sketch C).
   Note: Hold two middle strands in tension.
   b. Take right-hand strand (*dark*) and bring it around and over the end of white strand and then under two tension strands and up through loop made by white strand at left of two tension strands. (See sketch D). *With dark strand in left hand and white strand in right hand pull the knot tight.*
   c. To complete the square knot reverse the method of tieing the knot. The dark strand on left goes over white strand and under tension strands and then up through loop on right side. *Pull tight.* (See sketch E).
   d. Continue tieing square knots in this way around tension strands until desired length is secured. *Then thread button on white strand and tie one complete square knot.* Sketches F and G show how this is accomplished.







e. To adjust loop to proper size remove pencil and make it larger or smaller to fit the button (*loop is the button hole for fastening bracelet on the wrist*). If loop is too small pull on loop to increase its size ~ if too large a loop pull on tension strands.
f. Cut off all loose ends and cover ends with household cement to make them secure.

ORGANIZE A SPRING TOP SPINNING CONTEST

Top-spinning, the age-old spring favorite, can be used for exciting group contests, with elimination contests held between individuals within the group—in the center or on the playgrounds—and bang-up finals of city-wide proportions; or it can be an activity for individual competition within one group, club, or social center.

No matter what sort of competition you plan, announce your events early and give contestants time for practice. If your tournament is to be city-wide, hold elimination contests in each age classification. Some communities set them up according to midgets, juniors, and intermediates. You will find, however, that trick and stunt top-spinning will appeal to older boys and girls. Even fathers might be interested in getting into the act. Your craft groups can make their own tops and compete within their own group. In any case, make a big event of the finals—either within the city or within the group. Judges are needed for stunts of skill.

How to Spin a Thrown-Top[1]

Two things are necessary to spin a top—a tight, evenly wound string and a proper throw so that the top lands peg down on the ground. In winding the string, grasp the top with the thumb firmly pressed on cord as shown in *Figure 1* and start winding at the collar of the peg. Wind round and round until the cord is used up, being careful not to overlap and to keep the cord tight at all times. Experience will determine the length of cord to use. If the cord is too long it will tangle as it will not be completely unwound when the top hits the ground. If too short, you will not get sufficient spin. A button is knotted onto the other end of the cord and then is slipped between the first and second fingers to keep the string attached to the hand after the throw.

There are many ways of holding a top and of throwing it, but the basic principle is the same. The top must land on the ground with the peg down. It can be thrown underhand or overhand. The peg can be held in many positions and the top thrown either straight or with a twist of the wrist. One way is shown in *Figure 2* where the throw is over-

[1] This material from *Organize a Top Spinning Contest*, a free leaflet published by the Jerome Gropper Company, 11 East 22nd Street, New York 10.

Figure 1

Figure 2

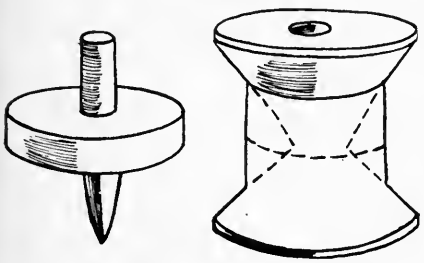
Figure 3

hand and aimed out in front of the player about three feet (not straight down). The top is held with the forefingers on the flat part of the top and the thumb on the peg. The string will tend to swing the peg in towards the player and in the direction it unwinds so the top should be inclined enough to compensate for this and make the top land peg down. Generally speaking, an overhand throw gives more force and longer spins. A second method of spinning is shown in *Figure 3.*

Finger Tops

There are many kinds of tops, of course, and a great variety among handmade ones. One of the simplest of the latter is that made by whittling a spool with a jackknife.

The secret of worksmanship in top-



making lies in perfect proportion and balance. The length and diameter of the spindle must be just right in proportion, and it must fit snugly. Tops can be beautiful if the wood is sanded and polished or painted. Bright contrasting colors are not lost in the spinning.

Terminology

As in other games, top-spinning has its own language. The top that is thrown is the *plugger.* Your opponent's top is *bait* when you are trying to strike it out of the ring. When a top stands perfectly erect and apparently motionless while spinning it is *asleep* — or a *sleeper* — while a *gigler* is a top that dances and bounces about. A top that ceases to spin is a *dead top.*

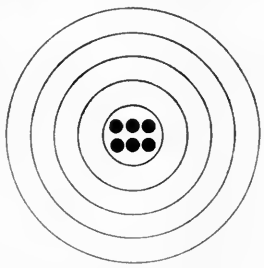
Events

Many games and stunts in which tops are used can be invented. Let contestants use their own ingenuity. The following are a few old stand-bys to start you off:

Longest Spinning. Top is timed for length of spin. All players start at given signal.

Accuracy Put. Draw five concentric circles with the bull's-eye one foot in diameter and each ring six inches wide, making a target five feet in diameter. Circles are numbered from the outside to the bull's-eye, 1, 2, 3, 4, and 5. Each contestant is allowed five puts and is scored according to the circle in which his top hits. The top must spin after hitting.

Top Scatter. Six dead tops are ar-



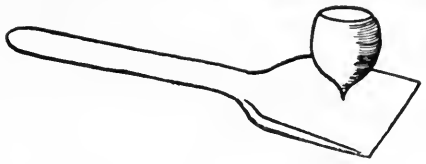
ranged peg up in the bull's-eye of your five concentric circles and each player is given three throws at them with no rearranging between puts. This time, however, the rings are numbered from the center out with the outside circle number 5. The score is according to the circles into which the tops are scattered. The spinner's top must remain spinning after each throw. A top resting on the line counts for the higher score ring.

Top-Killing. Each player gets three tries at a live target top which is kept spinning by one of the waiting contestants. Three points are given for a glancing blow, five points for "killing" the bait top and ten points for splitting it. Contestants' tops must spin after hitting.

Whip for Distance. Each contestant throws a top from a given line. Three tries are allowed, the winners being scored in accordance with the distance farthest from the throwing line at which their tops spin.

Tops and Marbles Game.[2] A paddle is used for picking up the spinning top in this game. Whittle paddle from soft piece of wood, about two-and-one-half-inches wide by twelve-inches long; and shape according to sketch. A spinning top can easily be picked up and set down while it is still spinning with this type of paddle.

Each player puts a number of marbles into a common pool to form a pile of



twelve. These pooled marbles are arranged close together in the middle of a twelve-inch ring drawn with chalk on the ground. The first player spins his top with a cord in the regular way, then picks the top up with the paddle and lets it fall, while spinning, into the pile of marbles in the ring. The revolving top will knock several of the marbles from the ring, which then belong to the player whose top knocked them from the ring.

The other players follow in turn, picking up and setting down their spinning tops in the marble ring with their paddles, trying, of course, to knock some marbles from the ring with their revolving tops. When a top dies it is picked up, spun again, scooped on the paddle and placed, in turn, in the marble ring so that it will knock out more marbles. The game continues until all marbles have been knocked from the ring.

Tricks and Stunts

Many of these consist of picking up a spinning top on the palm of the hand and performing a variety of feats with it, the contestants taking turns—each making one spin each turn. These can be left somewhat to the ingenuity of the player.

Pick-ups. Some of the more usual are: tossing spinning top in air and catching it on palm of hand, transferring it to palm of the other hand, transferring it to back of same hand, transferring it to back of other hand, catching it on index finger, transferring it to other fingers, catching it on thigh, back, top of head, back of head and other variations.

Fancy Looping. Judges are needed here, for the contestant is graded on the performance and difficulty of the various loops. Length of time must be considered, for some contestants may make several misses. A few of the most popular loops are: overhead, back, under the leg and around the body loop. Many others can be developed. All loops are snapped from the ground and caught on the palm of the hand.

[2] From *Games Outdoors,* by Ray J. Marran, Thomas Y. Crowell Company, 1940.

Bring Your Secretary!

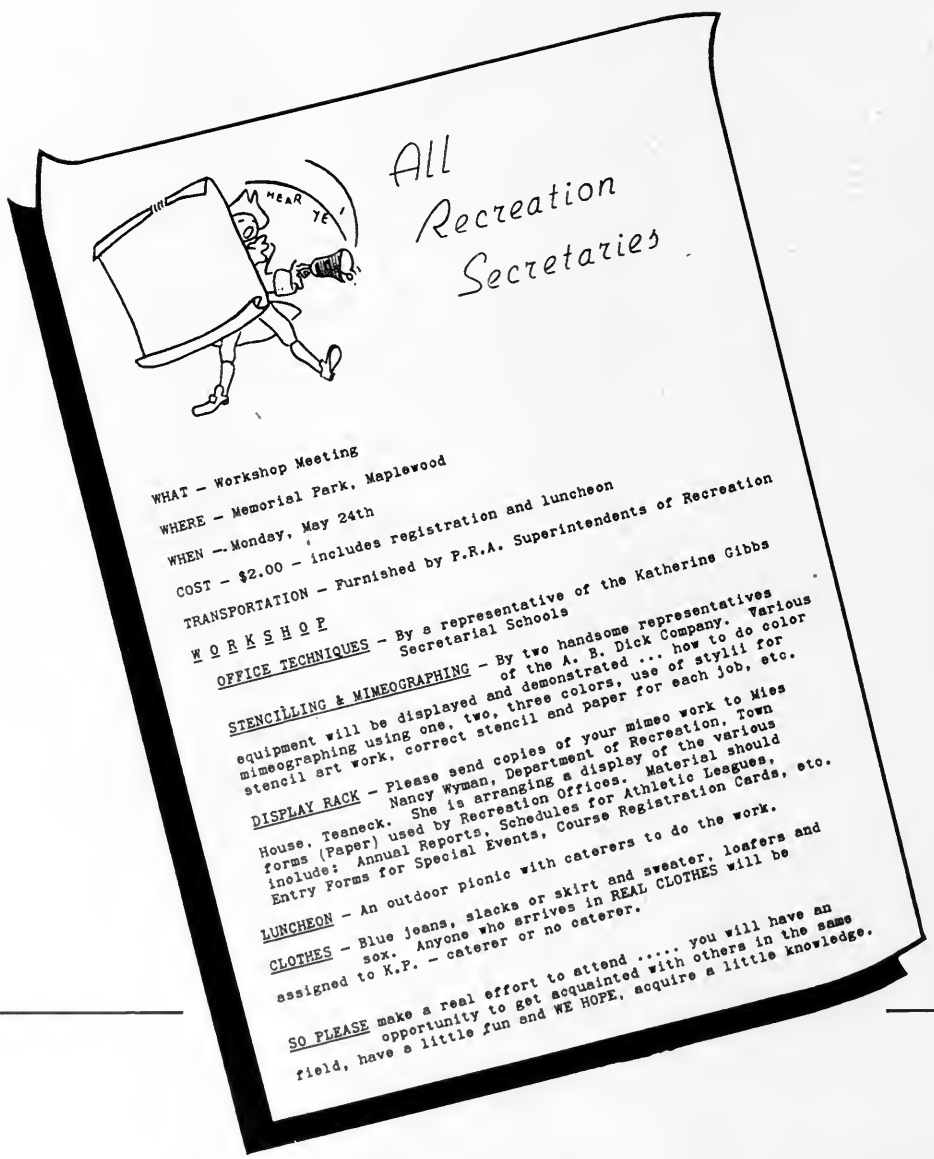
Secretaries in public recreation departments are like the shoemaker's children who often have to go barefoot! They know all that's going on—but never see it. They schedule games and picnics—but never see a game or go to the picnic. They write up reports, keep records, answer the phone and do a thousand and one jobs that the department couldn't do without—but everything goes on around them, not *with* them.

Last year the Public Recreation Association of New Jersey came up with a wonderful idea. When it held its monthly meeting in Maplewood, New Jersey, in May, all secretaries were invited. More than that, a special workshop *for* them was part of the program.

Result? They felt as though they were a real part of their department. They learned new skills. They met the other secretaries and could talk shop to understanding ears. They had fun!

When you plan training sessions or workshops in or near your home base, couldn't you plan a similar program for the secretaries? It will pay off in a better understanding of their job, increased skills, and higher morale.

The invitation to the Maplewood workshop ran like this:


All
Recreation
Secretaries
HEAR YE!
WHAT – Workshop Meeting
WHERE – Memorial Park, Maplewood
WHEN – Monday, May 24th
COST – $2.00 – includes registration and luncheon
TRANSPORTATION – Furnished by P.R.A. Superintendents of Recreation
W O R K S H O P
OFFICE TECHNIQUES – By a representative of the Katherine Gibbs Secretarial Schools
STENCILLING & MIMEOGRAPHING – By two handsome representatives of the A. B. Dick Company. Various equipment will be displayed and demonstrated ... how to do color mimeographing using one, two, three colors, use of stylii for stencil art work, correct stencil and paper for each job, etc.
DISPLAY RACK – Please send copies of your mimeo work to Miss Nancy Wyman, Department of Recreation, Town House, Teaneck. She is arranging a display of the various forms (Paper) used by Recreation Offices. Material should include: Annual Reports, Schedules for Athletic Leagues, Entry Forms for Special Events, Course Registration Cards, etc.
LUNCHEON – An outdoor pionic with caterers to do the work.
CLOTHES – Blue jeans, slacks or skirt and sweater, loafers and sox. Anyone who arrives in REAL CLOTHES will be assigned to K.P. – caterer or no caterer.
SO PLEASE make a real effort to attend ..... you will have an opportunity to get acquainted with others in the same field, have a little fun and WE HOPE, acquire a little knowledge.

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HOW TO SPEND YOUR SUMMER . . . . . AND HAVE IT TOO

Girl Scouts' Intermediate Day Camp, Oakland, Calif.

Pat Cavanaugh

THIS SUMMER some child will see his first butterfly. Another will hear the hoot of an owl for the first time. Others, who didn't think they could make anything, will find they can build a rope bridge or make a woven belt. All over this country thousands of children are looking forward to the fun and excitement of camping. No matter what their family income, race, or religion, they'll gain a sense of belonging, self-respect, and achievement—and have a whale of a good time doing it. This summer may bring disappointment, too, of course; for some boys and girls who look forward to camp may not have the opportunity to go.

Every group of six to eight children in camp should have an adult counselor whose understanding and enthusiasm can help make the experience of camping as wonderful as the anticipation. Despite the number of experienced counselors who also look forward to camp each season, new ones must join them to insure a place for every child.

In every state counselors are needed in camps sponsored by national nonprofit agencies for boys and girls, families, and adults. Staff positions in these camps offer opportunities for service while earning a salary and gaining experience that can come in handy all year round. Teachers, students, men and women from many fields, find that in seeking to arouse the curiosity and interest of the campers they themselves discover new wonder in the world of animals, plants, trees, rocks, clouds, and stars.

Camp staff members can also practice their hobbies and at the same time prepare themselves for advancement in their own fields. A teacher of an "indoor" subject like art, history, or math may want to prepare herself to take part in the new school-camping program. A nurse — newly graduated, experienced, even retired — may like working with small groups of children and participating in other parts of the camp program. A dietitian or home economics major may want to broaden her experience in managing all parts of a food program, including outdoor cooking methods and menus. The goals of the waterfront director may include improved teaching and administrative skills.

Men and women with recent counseling experience know that most camps emphasize an understanding of the program as a whole rather than expertness in a specific field. Primary aims of all camp activities are increased self-reliance and ability to live and work harmoniously with others. Democratic planning is encouraged by dividing large groups into small units where counselors and campers can work together at a tempo to suit everyone. More and more, too, camps are replacing the sports and games available in town with activities based on the resources of the camping location.

Though required qualifications in age and experience vary for specific counseling positions, the American Camping Association, a professional organization of camp administrators and camp directors, has recommended certain standards. The minimum age is nineteen, with two years of college desirable. In addition to skill in the specific responsibilities assigned, the counselor must enjoy outdoor living, have maturity, good judgment, and sympathy with the aims of the sponsoring organization. Nurses, dietitians, and some specialists should have administrative experience as well. Assistants with required qualifications may begin at age eighteen. Some camps have a counselor-in-training program for sixteen and seventeen year olds.

The camp director must be twenty-five years or over and have had at least two years staff experience in an organized summer camp. In addition, the director should have a college degree or equivalent educational background and experience in administration and supervision of personnel.

Salaries vary with the individual's experience, qualifications, and training, as well as the location of the camp and the length of the season. (Some positions in day camps where the campers return home each night are volunteer.)

Where to Apply for a Position as Camp Counselor

Many of the four hundred affiliates of the *Boys' Clubs of America* maintain camping programs as a part of their year round work. For information and location of Boys' Club Camps, write to this organization at 381 Fourth Avenue, New York 16, New York.

Boy Scouts of America operates more than eight hundred camps for its mem-

PAT CAVANAUGH *is director of Professional Recruitment Promotion, Girl Scouts of the U. S. A., New York City.*

bers who range in age from eleven through seventeen. Applications can be made through any local council office or through the Personnel Division, National Council, Boy Scouts of America, New Brunswick, New Jersey.

Camp Fire Girls operates camps as part of their year round program for girls seven through seventeen. An applicant may apply to any Camp Fire Council, or may write to the Camp Staff Referral Service, Department of Camping, Camp Fire Girls, Inc., 16 East 48th Street, New York 17, New York.

Girl Scouts of the U. S. A. operates more than six hundred camps as an outdoor continuation of their program for girls seven through seventeen. Hiring is done through local Girl Scout Councils but applicants may also write to Fanchon Hamilton, Camp Staff Referral Service, Girl Scouts of the U. S. A., 155 East 44th Street, New York 17, New York.

Settlements and Neighborhood Centers also use camping to enrich their regular program. They serve boys and girls from elementary through high school as well as young adults and sometimes whole families. A special period may be set aside for mothers and preschool children. Hiring is local but information may be obtained by writing to National Federation of Settlements and Neighborhood Centers, Inc., 129 East 52nd Street, New York 22, New York.

The National Jewish Welfare Board has the addresses of one hundred and forty-three Jewish community center camps throughout the country. All hiring is done locally, but information may be obtained by writing to the organization at 145 East 32nd Street, New York City.

Young Women's Christian Association of the U. S. A. operates one hundred eighty-nine resident and over two hundred day camps with program emphasis on waterfront activities, music, nature, arts and crafts, and religion. New trends are in family and co-ed camping. All hiring is done through local YWCA's.

Young Men's Christian Association operates over six hundred camps serving predominantly boys from nine through seventeen. A number of local YMCA's conduct camps for girls, young adults, and families. Cabin devotions and Sunday worship are an integral part of the program. All hiring is through local, area, or state YMCA's.

RECENT APPOINTMENTS

Lucille Borowick, program director, Recreation Center for the Handicapped, San Francisco, California; *Richard L. Burch,* recreation leader, Veterans Administration Hospital, Marion, Indiana; *Jack Claes,* superintendent of recreation, Vineland, New Jersey; *Harry Feldman,* executive secretary, Recreation and Youth Service Council, Council of Social Agencies, Columbus, Ohio; *John J. Krasovich,* program supervisor, Recreation Department, Topeka, Kansas.

Thomas C. Miller, superintendent of recreation, Pompano Beach, Florida; *Jack S. Myles,* superintendent of recreation, Kennett Square, Pennsylvania; *George G. Pervear,* assistant director of recreation, Berkshire Farms, Canaan, New York; *Arnold W. Rinta,* director, Field House, King County, Washington; *Martin Rollert,* recreation supervisor, Recreation Department, Colorado Springs, Colorado; *Robert K. Samuel,* group worker, Wesley House Association, St. Louis, Missouri; *Marvin S. Weiss,* superintendent of recreation, Morton Grove, Illinois.

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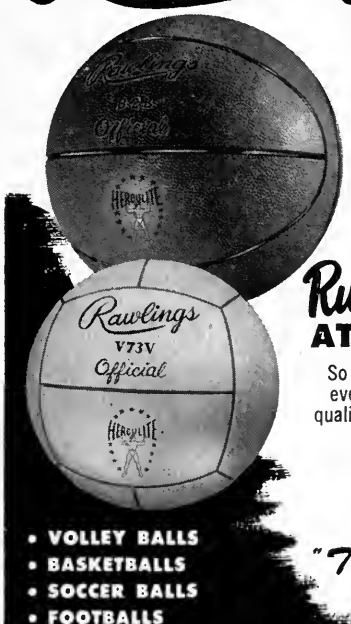

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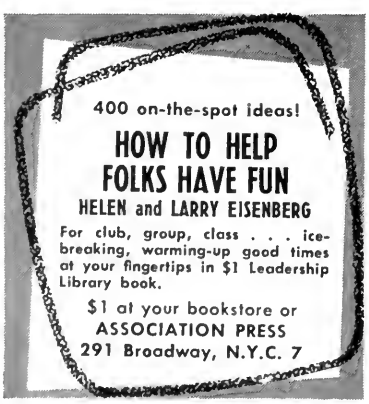
RECREATION LEADERSHIP TRAINING OPPORTUNITIES

Date	*Location*	*For Further Information*
March 6-12	Great Plains Recreation Leaders Laboratory, Nysted Folk School, Danneborg, Nebraska	Mr. Duane Loewenstein, Room 108, Agri. Hall, College of Agriculture, Lincoln, Nebraska
March 13-19	Kentucky Recreation Workshop, Kentucky Dam Village, Kentucky	Miss Alda Hennin, Experiment Station, Lexington, Kentucky
March 24-May 19	Courses for nature counselors and youth leaders, American Museum of Natural History, New York City	Miss Farida A. Wiley, American Museum of Natural History, 79th Street at Central Park West, New York 24, New York
March 31-April 2	Twentieth Annual Mountain Folk Festival, Berea College, Berea, Kentucky	Mr. Frank H. Smith, Box 1826, Berea College, Berea, Kentucky
April 10-16	Wisconsin Recreation Leaders Laboratory, Wausau Youth Center, Wausau, Wisconsin	Mr. Bruce L. Cartter, 314 Agricultural Hall, College of Agriculture, University of Wisconsin, Madison 6, Wisconsin
April 13-16	Twentieth Annual National Folk Festival, Kiel Auditorium, St. Louis, Missouri	Miss Sarah Gertrude Knott, National Folk Festival, St. Louis Globe-Democrat, 1133 Franklin Avenue, St. Louis 1, Missouri
April 13-14	Group Leadership Institute, Indiana University Student Union Building, Bloomington, Indiana	Miss Violet Tennant, Division of Social Service, University of Indiana, Bloomington, Indiana
April 15-17	Spring Workshop of Iowa Section, American Camping Association, 4H Camping Center, Madrid, Iowa	Miss M. Genevieve Clayton, Iowa Section, American Camping Association, 618 Flynn Building, Des Moines, Iowa
April 17-24	Buckeye Recreation Workshop, Urbana Methodist Church, Urbana, Ohio	Mrs. Frederick F. Smith, Secretary-Treasurer, 131 South Wayne Avenue, Cincinnati 15, Ohio
April 21-28	Northland Recreation Laboratory, Camp Ihduhapi, Loretto, Minnesota	Mr. Arthur Bell, Northland Recreation Laboratory, 3100 West Lake, Minneapolis 16, Minnesota
April 22-23	Kentucky Folk Festival, University of Kentucky, Lexington, Kentucky	Mr. James Pheane Ross, Experiment Station, Lexington, Kentucky
April 24-30 June 12-18 June 19-25	Nature Workshops, Morton Arboretum, Lisle, Illinois	Mrs. Edgar Myers, Registrar, The Morton Arboretum, Lisle, Illinois
April 25-30	Presbyterian Recreation Laboratory, Druce Lake Camp, Lake Villa, Illinois	Mr. John W. McCracken, 2330 North Halsted Street, Chicago 14, Illinois
May 1-7	Southwestern Recreation Leaders Laboratory, Mountain View Ranch, Cowles, New Mexico	Mr. Geronimo Chavez, Box 425, State College, New Mexico
May 2-4	All Florida Folk Festival, Stephen Foster Memorial, Outdoor Theatre, White Springs, Florida	Mr. Foster Barnes, Stephen Foster Memorial, White Springs, Florida
May 15-21	Hoosier Recreation Workshop, Merom Institute, Merom, Indiana	Mr. F. L. McReynolds, State Club Office, Purdue University, West Lafayette, Indiana
May 28-June 3	Missouri Recreation Workshop, Camp Clover Point, Lake of the Ozarks State Park, Kaiser, Missouri	Mr. Robert L. Black, Missouri Division of Resources and Development, Jefferson Building, Jefferson, Missouri
June 5-10	Middle Atlantic Recreation Laboratory, Pennington School, Pennington, New Jersey	Dr. Charles R. Smyth, 500 Morgan Avenue, Palmyra, New Jersey
June 5-11	Kansas Summer Recreation Clinic, Sedgwick County, Kansas	Mr. Verne Powell, Hutchinson Recreation Commission, Hutchinson, Kansas
June 20-July 8	Outdoor Education Workshop, Clear Lake Camp, Dowling, Michigan	Mr. Julian W. Smith, School of Education, Michigan State College, East Lansing, Michigan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April 12-14—Southern District Recreation Conference, George Vanderbilt Hotel, Asheville, North Carolina.

April 13-16—21st Annual National Folk Festival presented by the *St. Louis Globe-Democrat*, St. Louis, Missouri.

April 17-19—Pacific Northwest District Recreation Conference, Boise Hotel, Boise, Idaho.

April 21-23—Fourth Annual National Square Dance Convention, Municipal Auditorium, Oklahoma City, Oklahoma.

May 1-8—National Music Week. Theme: "Music Making Enriches Life."

May 10-13—New England District Recreation Conference, Woodstock Inn, Woodstock, Vermont.

June 12-15—Annual Conference of the National Industrial Recreation Association, Dayton-Biltmore Hotel, Dayton, Ohio.

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National Recreation Association
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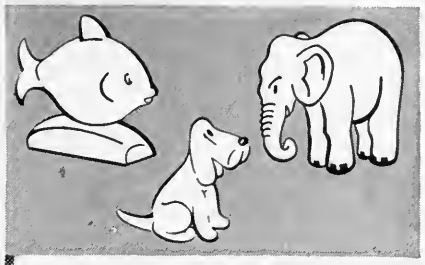

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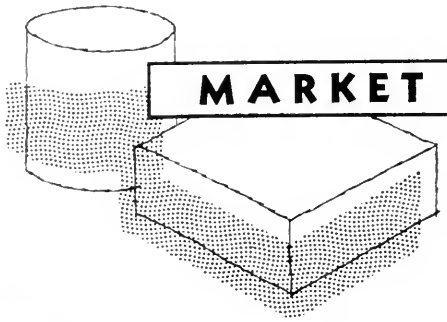
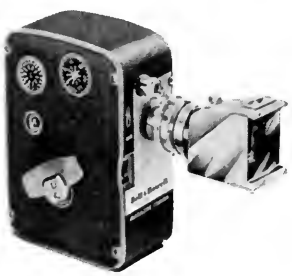


NEWS

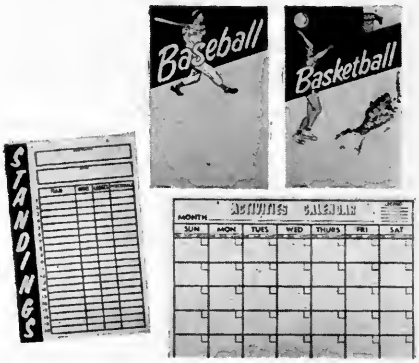
Paas Easter Egg Decorating Kits this year contain interesting new materials to make gay and clever eggs—and they're simple enough to be used easily by small fry. The inexpensive kit comes in a cardboard box which is converted into an Easter basket, complete with paper grass. There is a variety of equipment: dyes and directions for the special Paas process for making multicolor eggs; wax crayons for writing or drawing on eggs; cut-outs of heads and stands to make Disney character eggs; paste-on features for egg faces; toy cutouts; and even an Easter coloring book. Paas Dye Company, Newark, New Jersey.



Vistacope Lens brings a new dimension to home movies, and more depth, range, and clarity. This lens provides completely natural vision and fifty per cent greater horizontal sweep without changing normal height. One lens, which may be attached to any regular 8mm. or 16mm. movie camera or projector, is used for both shooting the scene and projecting it. For a description of this lens and the special effects and trick shots that are obtainable with it, request "How to Shoot With Vistacope" from Vistacope Corporation, 100 Central Park South, New York 19, New York.

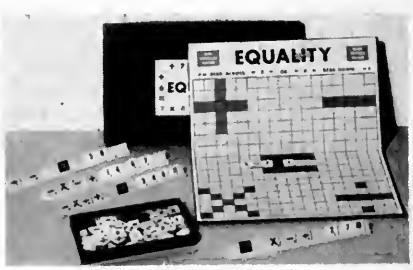
Floor King Maintenance Machines come in a wide selection in size and price range and perform all types of floor-care jobs. One machine, with attachments, may be used for waxing, scrubbing, buffing, polishing, steel wooling, or dry cleaning any floor; disk sanding wood floors; grinding concrete or terrazzo; and wet or dry rug and carpet shampooing, with ease and efficiency. Illustrated circular on request. American Floor Surfacing Machine Company, 518 South St. Clair, Toledo, Ohio.

Armstrong Tackboard is a resilient cork composition made specifically for bulletin board use. This decorative material, available in four colors, comes in rolls as long as eighty-five feet and in forty-eight- and seventy-two-inch widths for quick and easy one-piece installation; and Armstrong J-1114 Adhesive bonds it firmly to any clean, dry wall surface. The new tackboard takes tacks easily, holds them firmly, and retains its tackholding qualities through repeated use. Armstrong Cork Company, Lancaster, Pennsylvania.



Eraso Posters and Charts are designed to simplify publicity for sports and other recreation activities. The brightly colored fourteen- by twenty-two-inch posters have a long-wearing finish which permits constant reuse. Twenty-one different activities are covered with appropriate illustrations. The charts are available for activity calendars, tournaments, and team or individual standings. Local information may be filled in with special Eraso-Pencils (which come in seven different colors) and later wiped off, leaving the posters and charts ready to be used again. The Program Aids Company, 550 Fifth Avenue, New York 36, New York.

Jamison Playground Equipment of all types is described and well illustrated in a very attractive new catalog which is available to RECREATION readers. Pictures of the equipment in use and sketches show a wide variety of items such as swings, climbing mazes, backstops, merry-go-rounds, rings, ladders, teeters, goals, benches, tables, and so on. Jamison Manufacturing Company, 8781 South Mettler Street, Los Angeles 3, California.



Equality, the original cross-number game, offers educational fun for players of all ages. Equipment consists of a colorful board, racks, and plastic playing tiles. A good addition to the table game stock for quiet game time or family night use, Equality may be played by one to four people. Noonan Enterprises, 9128-R Park Avenue, Franklin Park, Illinois.

Books & Pamphlets Received

AQUARIUM CONSTRUCTION IN THE HOME WORKSHOP — Leaflet FL — 315 (Revised April 1953) United States Department of the Interior, Fish and Wildlife Service, Washington 25, D. C. Pp. 5. Free.

BULLETIN OF THE SCHOOL OF EDUCATION — Indiana University, Indiana and Midwest School Building Planning Conference Proceedings. Vol. XXX, Nos. 5 and 6—September and November 1954. School of Education, Indiana University, Bloomington, Indiana. Pp. 123. $2.00.

CHILDHOOD RHYTHMS, Ruth Evans and Emma Battis. Chartwell House, Inc., 280 Madison Avenue, New York 16. Pp. 227. $4.50.

CURRICULUM DESIGNS IN PHYSICAL EDUCATION, Charles C. Cowell and Helen W. Hazelton. Prentice-Hall, Inc., 70 Fifth Avenue, New York 11. Pp. 403. $5.50.*

FOLK DANCE GUIDE. Fifth Annual Edition. Box 342, Cooper Station, New York 3. Pp. 20. $.50.

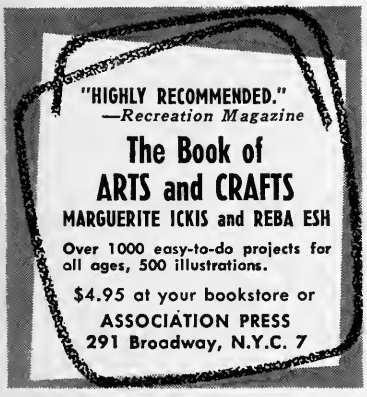
HOW TO HELP CHILDREN LEARN MUSIC, Madeleine Carabo-Cone and Beatrice Royt. Harper & Brothers, 49 East 33rd Street, New York 16. Pp. 138. $3.50.*

HOW TO TEACH YOUR CHILD ABOUT WORK, Ernest Osborne. Public Affairs Committee, 22 East 38th Street, New York 16. Pg. 28. $.25.

INDIANA BASKETBALL, Branch McCracken. Prentice-Hall, Inc., 70 Fifth Avenue, New York 11. Pp. 224. $3.95.*

MILESTONES FOR MODERN TEENS, John and Dorathea Crawford. Whiteside Press, Inc., 425 Fourth Avenue, New York 16. Pp. 190. $3.00.*

REPORT FOR 1952-1954, A. The Fund for the Advancement of Education, 655 Madison Avenue, New York 20. Pp. 126. Free.



SCARNE ON TEEKO, John Scarne. Crown Publishers, Inc., 419 Fourth Avenue, New York 16. Pp. 256. $2.50.

SCHOOL MUSIC HANDBOOK, Peter W. Dykema and Hannah M. Cundiff. C. C. Birchard & Company, 285 Columbus Avenue, Boston 16. Pp. 669. $5.00.

SCIENTIFIC PRINCIPLES OF COACHING, John Bunn. Prentice-Hall, Inc., 70 Fifth Avenue, New York 11. Pp. 306. $4.95.*

SUPERVISION—PRINCIPLES AND METHODS, Margaret Williamson. Woman's Press, 425 Fourth Avenue, New York 16. Pp. 170. $3.00.

SYPHILIS: THE INVADER, Erik Barnouw and E. Gurney Clark. Public Affairs Committee, 22 East 38th Street, New York 16. Pp. 28. $.25.

WHITE GATE, THE, Mary Ellen Chase. W. W. Norton & Company, Inc., 101 Poplar Street, Scranton 9, Pennsylvania. Pp. 185. $3.00.

Magazine Articles

BEACH AND POOL, *December 1954*
- Portfolio: Wading Pools.
- Common Errors in Pool Design and Construction, Part II, *Charles W. Graves.*
- Synchronized Swimming Exhibitions, II, *Beulah Gundling.*

CALIFORNIA PARENT-TEACHER, *January 1955*
- How Delinquent Are Our Children? *Herman G. Stark.*

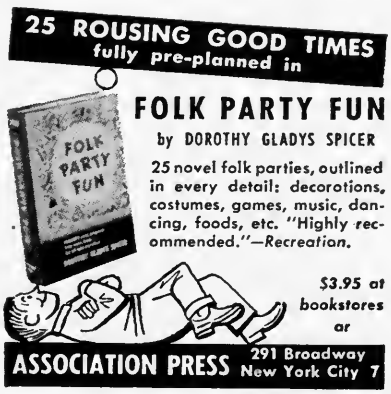
JOURNAL OF HEALTH, PHYSICAL EDUCATION AND RECREATION, *January 1955*
- A Boys Intra-Mural Sports Association, *Julian U. Stein.*
- Outdoor Recreational Lighting, *Dewey R. Kruckeberg.*
- Recreation—A Needed Hospital Service, *R. S. Marnocha.*
- Juggling for Fun, *Helen Spencer.*

NURSING OUTLOOK, *January 1955*
- Volunteer Recreation Workers Help the Chronically Ill, *Marion L. Briggs.*

PARKS AND RECREATION, *January 1955*
- Aesthetics in Park Design, *Mario Seta.*
- Building and Operating Outdoor Artificial Ice Rinks (Continued from December), *George B. Caskey.*
- La Roulotte de Montreal.
- Turfgrass for Schools and Playgrounds, *J. R. Watson, Jr.*

PARK MAINTENANCE, *January 1955*
- Restoring Turf and Stopping Erosion by Mechanical Renovation, *Ernest Lindgren.*
- Pressure Treated Wood for Cheap Construction and Low Maintenance, *Gordon M. Quarnstrom.*
- Sitting Around the Table with the Turf Researchers.

* These publications are available from the National Recreation Association at list price plus fifteen cents for each book ordered to cover postage and handling. *Active Associate and Affiliate Members of the Association receive a ten per cent discount on list price.* Remittances should accompany orders from individuals; organiations and recreation departments will be billed on their official orders. Address orders to Combined Book Service, National Recreation Association, 8 West Eighth Street, New York 11, New York.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NEW PUBLICATIONS

Covering the Leisure-time Field

Fun with Skits, Stunts and Stories

Helen and Larry Eisenberg. Association Press, 291 Broadway, New York 7. Pp. 256. $2.95.*

The 30,000 purchasers of their last book (publisher's figures), will be glad to know that the Eisenbergs have done it again! Hot off the press (March 14) their new book follows the *Handbook of Skits and Stunts* with additional suggestions for social recreation groups, meetings, private parties, camps, school groups, chapel programs, and so on. The new material includes humorous stories as well. The authors say, "For many years we have had gratifying success with the use of humorous stories to be read aloud, so we recommend them to you." Some of these are done in Spoonerism style or in German dialect, such as "Reddish Riden Hood"—and are very funny. Others are adapted for group participation.

Suggestions are given for a wide variety of uses for skits and stunts, such as in honoring people, promotion purposes, celebration of birthdays, illustration and solving of group problems, fun at the dining table in camp, during meeting or conference recesses, to name a few. The stunts themselves are full of new ideas and materials.

Recreation leaders of groups should not be without this book.

Publicity in Action

Herbert M. Baus. Harper & Brothers, 49 East 33rd Street, New York 16. Pp. 335. $4.50.*

This is an excellent new handbook which belongs in the working library of every enterprising public or private agency, civic organization, volunteer group or charitable agency which must tell its story and move people to action. The author starts with a clarification of terms, makes clear the differentiation between *publicity* and *public relations* and explains *promotion, propaganda, advertising,* and goes on to deal with publicity as an essential not only for business but for such organizations as listed above. He discusses each step in the planning and effective placement of publicity, and surveys the uses of newspapers, magazines, radio, TV motion pictures, direct mail campaigns, and display materials. The means of developing word-of-mouth publicity are gone into; and throughout the book practical examples are used to illustrate the specific application of techniques.

In his preface, Mr. Baus says, "If there is a secret in publicity, it lies in having enough energy, organizing ability, and powers of self-expression to employ in any given situation the desirable combination of techniques which men have devised and tested for communicating, and effectively applying them toward the achievement of an objective."

Committee Common Sense

Audrey R. and Harleigh B. Trecker. William Morrow and Company, Inc., 425 Fourth Avenue, New York 16. Pp. 158. $2.50.

For those who are involved in group activity—in business, government, school, clubs, community organizations—these well-known authors offer the why, who, when, what, and how of committee operations, and answer the many questions that come up in regard to them. How do we appoint a committee, get the right people for the right job? What are the qualifications of the committee chairman? What are his responsibilities? How can we guarantee good attendance and make every meeting productive, and so on? The book is filled with pointers on how to avoid the frustrations of badly organized and improperly run committees.

Through the Magnifying Glass

Julius Schwartz. McGraw-Hill Book Co., Inc., 330 West 42nd Street, New York 36. Pp. 142. $2.50.*

This little book is brimming with fascinating information and drawings which can introduce a child to a whole new world. It shows how, with an inexpensive magnifying glass, you can see such things as the fantastic faces of insects, the flashes of exploding atoms, how crystals grow into their perfect shapes, why it is hard to counterfeit money, and so on.

The author has taught science in the public schools for the last twenty-five years. He is senior author of the booklet *Adventures in Biology*, which is used by the New York City schools. His first book for young readers, *It's Fun to Know Why*, is still popular.

Developing YMCA Leaders for Physical Education Service

Association Press, 291 Broadway, New York 7. Pp. 84. $2.50.*

This is a manual for the leader of leaders, prepared especially for the paid physical director who must give leadership to volunteer leaders. The YMCA is a leader among the national movements in the effective use of volunteers. For every employed secretary there are seventy-five laymen in volunteer service.

The manual, although oriented in the YMCA, will be a helpful guide to leaders in other types of agencies. The emphasis is on the responsibility and duty of the physical director for selecting, training and using lay leaders. There is interesting criteria here for analyzing and rating one's self as a leader of leaders. Also, there are helpful suggestions on the selection, training and supervision of volunteers. Two special plans for the development of leaders are outlined: (1) the club organization plan, and (2) on the job training. Subjects and course content are suggested, and samples of how to develop topics, season's training program, and suggestions for the leader's personal resource book are given.

Many forms of recognition are included and devices for motivation are suggested, such as: uniforms, insignia, emblems, pins, cards, annual picture, certificates, citations, dinners, socials and special meetings. Methods of expressing appreciation and the presentation of awards in recognition of volunteer service are dealt with in considerable detail. The manual should be helpful to students in training and professional personnel using volunteer leadership.—*W. C. Sutherland*, Director of Recreation Personnel Service, NRA.

Easter Idea Book

Charlotte Adams. M. Barrows and Company, Inc., 425 Fourth Avenue, New York 16. Pp. 192. $3.50.

Just off press in time for holiday planning, the *Easter Idea Book* contains some clever tricks for table centerpieces and favors and recipes for a variety of foods, from main dishes to appropriate candies, punches, desserts. Placecards, Easter baskets, decorated eggs, gifts to make for children and for grown-ups, and some brief notes about Easter plants, pets, and cards are also included in Mrs. Adams' attractive little book.

* See footnote on page 143.

Recreation Leadership Courses

Sponsored by the National Recreation Association

and

Local Recreation Agencies

March, April and May, 1955

HELEN M. DAUNCEY Social Recreation	Phoenix, Arizona March 14-17	Henry T. Swan, Superintendent of Recreation, 2700 North 15th Avenue
	Pasadena, California March 21-31	Edward E. Bignell, Director of Recreation, 1501 East Villa Street
	Los Angeles County, California April 11-21	B. P. Gruendyke, Superintendent, Department of Parks and Recreation, 834 W. Olympic Boulevard, Los Angeles
	Fontana, California April 25-28	Bart R. McDermott, Director of Recreation
	Redding, California May 9-12	Merritt A. Nelson, Superintendent of Recreation-Parks, City Hall
	Hayward, California May 16-19	Harold L. Teel, Superintendent, Park, Recreation and Parkway District, 1015 E Street
	Stillwater, Oklahoma May 31-June 3	George E. Hull, Assistant State 4-H Club Leader, Extension Service, County Agent Work
ANNE LIVINGSTON Social Recreation	Manchester, Georgia March 7-10	C. V. Blankenship, Callaway Mills Company
	Cicero, Illinois March 14-17	Alan B. Domer, Executive Director, Cicero Youth Commission, 5341 W. Cermak Road
	Pacific Northwest District April 4-May 12	W. H. Shumard, NRA District Representative, 2864 30th Avenue, W., Seattle, Washington
MILDRED SCANLON Social Recreation	Tampa, Florida March 7-10	Dr. Robert L. Fairing, Head, Department of Citizenship Training, General Extension Division of Florida, University of Florida, Gainesville
	Dade County, Florida March 14-17	
	Hollywood, Florida March 21-24	
	White Plains, New York March 29-April 1	Carl Waite, Commissioner of Recreation, Administration Building
	Fayette County, Kentucky May 2-5	John F. Gettler, Director, Fayette County Playground and Recreation Board, 400 Lafayette Drive, Lexington
	Wichita, Kansas May 16-19	Pat Haggerty, Superintendent of Recreation, Board of Park Commissioners
	Missouri Recreation Workshop May 28-June 3	Robert L. Black, Community Recreation Assistant, Missouri Division of Resources and Development, Jefferson Bldg., Jefferson City
FRANK A. STAPLES Arts and Crafts	Topeka, Kansas March 28-April 7	R. Foster Blaisdell, Superintendent, Topeka Recreation Commission, Municipal Building
	Midland, Michigan May 23-26	David Russell, Director, Midland Community Center, 127 Townsend Street

Attendance at training courses conducted by National Recreation Association leaders is usually open to all who wish to attend. For details as to location of the institute, contents of course, registration procedure, and the like, communicate with the sponsor of the course listed above.

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Recreation

Playground Issue

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PLAYGROUND LEADERS–THEIR SELECTION AND TRAINING . . . . . $.85

A guide for all who employ, train, or supervise playground leaders—for everyone concerned with better playground programs. Prepared by Raymond T. Forsberg for the Committee on In-Service Training of the NRA National Advisory Committee on Recruitment, Training, and Placement of Recreation Personnel.

1955 PLAYGROUND SUMMER NOTEBOOK $2.50

A set of twelve idea-packed bulletins for playground activities—every playground and every play leader needs it. Order now—out May 1. (*$2.00 for NRA members*)

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Make Your Own Games (P 124) ..... .25

Make Your Own Puzzles (P 126) ..... .25

Masks—Fun to Make and Wear (P 107) ..... .15

Nature Crafts for Camp and Playground (P 177) ..... .50

Nature Prints (P 180) ..... .25

Simple Frames For Weaving (P 178) ..... .25

Simple Puppetry (P 96) ..... .50
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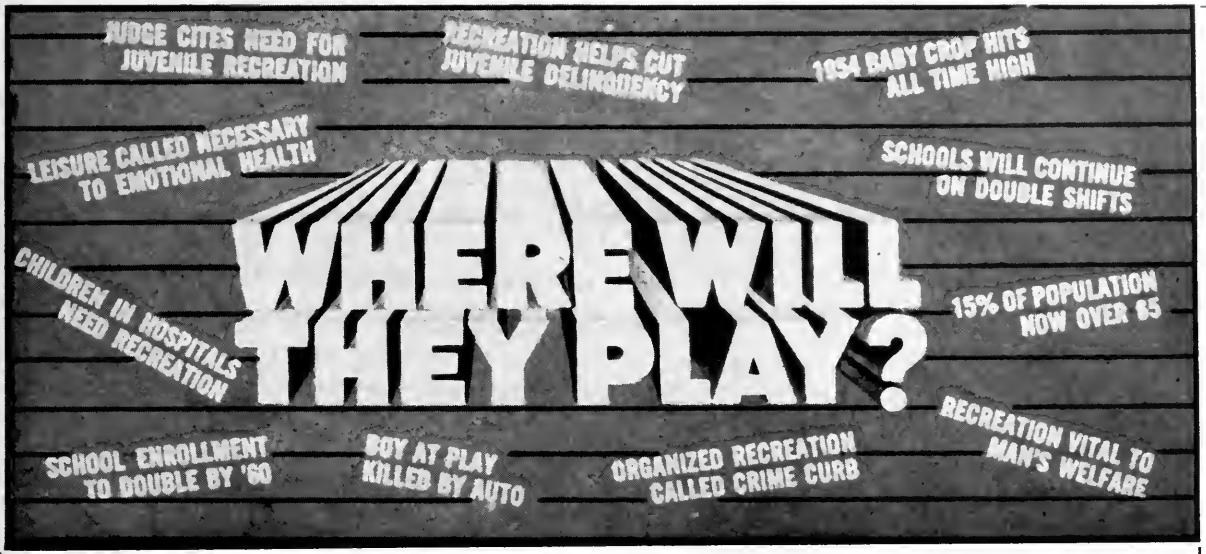
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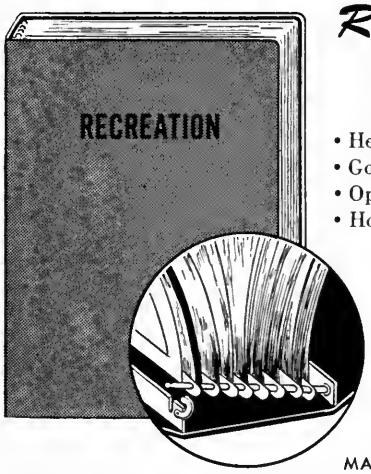

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APRIL 1955

Recreation*

THE MAGAZINE OF THE RECREATION MOVEMENT

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On the Cover

"OH, HOW I LOVE TO GO UP IN A SWING!" On the playgrounds all over America this spring and summer, children will have the opportunity to realize the meaning of this line from Robert Louis Stevenson's *Child's Garden of Verses.* Photo courtesy of Long Beach Recreation Commission, Long Beach, California.

Next Month

Several May articles will emphasize the importance of family recreation and what recreation leaders can do about it. Tying in with Music Week, May 1 to 8, and with the National Recreation Congress, "Music as Recreation" gives the story of Denver's fine city-wide music program. "Recreation in Correctional Institutions" interprets the purposes and aims behind prison recreation. Program articles carry how-to-do information on a variety of activities.

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Rudolph M. Wittenberg

Editorial

Getting at the Fundamentals of Group Discipline

When we use the word discipline here, we take it to mean a process of change that comes about through the group of which the individual is a part. Because each of us has belonged to many groups since early childhood — from family and nursery school on to clubs and churches, schools and playgrounds — this process of change has gone through many stages. All of them together help us to understand just what discipline really is.

When I can take part in a group and feel free when others agree or disagree with me, when I can be myself and still accept many other people with all their differences, I have developed a measure of discipline.

Once I have really recognized and acknowledged what is necessary for me and others, I can think of myself as a free person and at the same time a disciplined person. In this sense discipline is freedom. It is not compulsion. Discipline in a democracy is freedom. In a police state discipline is compulsion. The two kinds of discipline are completely different.

Just as it goes through a process of development in the individual, so discipline goes through several phases of development in groups and in society as a whole.

Most people probably would agree that discipline has something to do with control. To be sure, it would be difficult to find an audience that could readily agree on just how we get control; whether it should be imposed or come from within. There would be differences on how much control is needed in individuals, in groups, and in our society. It seems clear, however, that, in spite of all the differences, most people think of discipline in connection with control.

A father of some young children said that control is like the brakes in his car. If he didn't use control once in a while, the kids would run wild just like his car.

A group leader said that she wanted to control her children because she had much to give them in the way of arts and crafts, which would develop their free creative abilities. "If I don't have any control," she said, "I can't give them anything, because they would spend their time in destructive activity. For example, in woodwork the boys used to take the saw and bang down on the table with the teeth, ruining the tool and making it impossible for any other child who wanted to make something to use the saw." She went to the cabinet in her craft shop and took out some interesting objects. "With control I have been able to direct the children's energies into something creative," she explained. "Now, instead of ruining a set of saw teeth, they have been making these nice birdhouses and boats, and boxes of furniture for their dollhouses."

But the matter of control is not quite as simple as it sounds at first.

A dramatic group in a small town was told that the idea was for the players to have a lot of fun and not to be worried about the performance. Maybe the youngsters did have fun, but on the night of the performance nobody knew his lines, every other minute one of them peeped through the curtain, the lights didn't go on or off on time, the papier-maché tree fell down and hit one of the children, the parents were upset. Did the group have too little control? Was it wrong to tell them to have fun, or just what was the matter here?

One way in which we can answer these and many other questions about discipline and control is to think back to when we first learned to control some of our feelings. Of course, some group leaders, teachers, and ministers do not need to do this; they just seem to have a "natural" knack for discipline.

A great many things can be learned, however, particularly if we understand what we are after and how to go about getting the results we want. Certainly the development of control is not magic. Much is known today about how habits and attitudes are developed and the way in which control is learned.

Some basic principles that help us to understand how control develops in all of us are based both on practical experience and on a number of scientific studies. We know, for instance, that *destructive or "undisciplined" behavior can be very satisfying.* In our old photo album there is a picture that my mother used to show me. Against the background of the ocean and sea-grass stand my brother and I, close together, looking into the camera. I have my arm around my brother's shoulder and smile quite maliciously, while my poor younger brother is near tears. I distinctly remember that the hand around his shoulder was not within view of my father's camera but was where I could pinch him without being seen. This unbrotherly behavior was very satisfying to me.

All of us can remember episodes in our childhood and adolescence when we

Dr. Wittenberg, *for four years has served as psychiatric consultant for the Hudson Guild in New York as well as in a number of other agencies, and has taught at the New School of Social Research, New York City.*

Quoted from Chapter I, *The Art of Group Discipline* by Rudolph M. Wittenberg, published by the Association Press, 291 Broadway, New York 17. $3.00. In his book Dr. Wittenberg goes on to present further basic principles which help the leader, and constructive ways of using control in groups.

did wrong things, destructive things, and enjoyed doing them very much.

Also, we know that *we give up a satisfaction only for something that is more satisfying.* "Look, Mister," said one of the children playing on the empty lot, among broken bottles and rusty cans, "we don't want to come to your place." The settlement worker was telling them about the fine swimming pool, the gym, and the floodlight out on the diamond, but the gang preferred the empty lot and the street. They had been told for so long that they were "bad kids," that by now they believed it and got some satisfaction out of it.

These boys would not give up their destructive behavior for a swimming pool or gym, but they would give it up if the worker took the trouble to make them feel that they were respected and were really very decent boys. To be accepted for what one is is more satisfying than to take pride in being bad.

For a long time fourteen-year-old Barbara's only satisfaction in dramatics was to have the main part. When she did not get it she was very unhappy, and all her parents' consoling did not help. Then the time came when it was more important for her to be accepted by her group of boys and girls than to have the limelight all to herself. It was then that she was perfectly satisfied with any part, or even no part, as long as she was accepted by her group and knew that there would be a good production. This meant more than the original satisfaction of being a prima donna.

To be completely accepted by individuals, and later on by groups, is more satisfying than almost anything else in the world. This unconditional acceptance makes it possible for people to give up some of their original destructive, uncontrolled drives.

Although a group leader very often cannot accept certain actions of his group, he will have to learn to accept the persons involved if he hopes to develop more control. An undisciplined child or group needs more love and more acceptance, not more speeches. Some people find it difficult or impossible to give up certain kinds of behavior, no matter how useless or harmful they know them to be. They do not really understand why they are acting this way because they are not aware of the unconscious satisfactions that cause them to persist in this type of behavior.

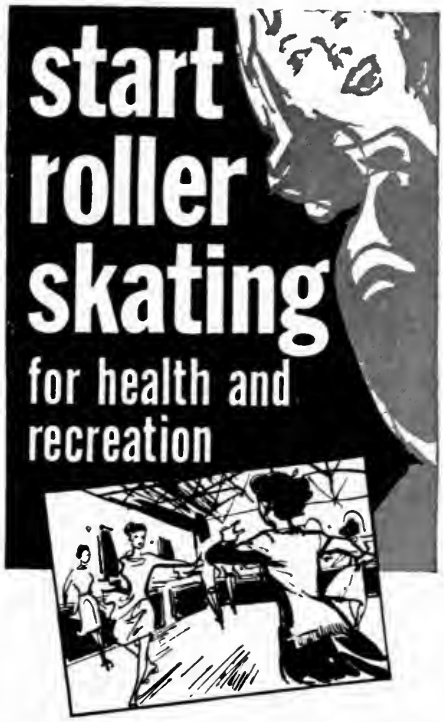
Another of these principles tells us that *constructive and destructive behavior are relative terms; therefore discipline and control are not static but dynamic concepts.* Another way of stating this is by saying: It all depends on what we call "destructive" and what "constructive." For example, if a youngster plays with a ball in the house, it may be considered all right until the ball hits a vase; then it becomes destructive.

Take the small child two or three years old who loves to have his father make a high tower with building blocks. When the tower is finished, he runs against it and knocks the whole thing down. He laughs when the blocks tumble to the floor with a great racket. Since this is the age at which children investigate things by breaking them up, this is really a constructive activity for him. But if a ten-year-old did the same thing we would call it destructive, because it would be an indication of a strong urge to destroy, and maybe to hurt others.

This is a most important principle in understanding the concept of discipline, because it makes clear that the development of control is a process, something that takes place over a long period of time and that goes through a number of phases. If we look at a youngster at a given moment only and see him resisting or being cooperative, we don't really know whether or not he is developing discipline, because we have to relate his behavior to his total development. We have to understand what *is* good behavior for *him* and in what way the group can help him to develop it further.

Thus we see that whether behavior is to be considered destructive or constructive depends both on the particular phase in which we observe the individual and on the mores of the group. It is helpful to remember this when we become discouraged because our efforts to attain more discipline in a group do not seem to yield immediate results.

● *This important field is a broad one and cannot, of course, be covered in a brief magazine article. It merits reading and study by all group leaders interested in improving their own understanding of people and their own leadership techniques.—Ed.*



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Things You Should Know . .

▶ SEGREGATION OF THE RACES IN PUBLIC PARKS AND PLAYGROUNDS has been barred, as being as unconstitutional as segregation in the public schools, by the United States Fourth Circuit Court of Appeals. This court reversed a decision of the Federal District Court at Baltimore which had held that segregation in public recreational facilities was permissible if both races were given equal facilities.

This separate but equal doctrine as applied to public schools was scrapped by the Supreme Court last May. According to the Circuit Court, the May decision also swept away any basis for keeping the races separated in public parks or playgrounds. This ruling sends the case back to the Baltimore District Court. It is reported that the city and state can ask that the Circuit Court's mandate be stayed if they appeal to the Supreme Court within thirty days, or ask the Circuit Court for a rehearing.

▶ IN VIEW OF THE SUPREME COURT DECISION on desegregation in the public schools, and the need for increasing the availability of the knowledge and techniques of human relations for teachers and others interested in intergroup problems, American University will offer the Sixth Institute on Human Relations and Intergroup Understanding from June 20 through July 11, 1955. Write to the university, Washington 6, D. C., for details.

▶ A NEW PROFESSIONAL ORGANIZATION in the field of social work, to be known as the National Association of Social Workers, will come into being October 1, 1955, with an initial membership of 20,000 professional social workers. Seven national organizations have agreed upon the formation of a single professional association, after six years of negotiation and planning. These are the American Association of Group Workers, American Association of Medical Social Workers, American Association of Psychiatric Social Workers, Association for the Study of Community Organization, National Association of School Social Workers, American Association of Social Workers, and the Social Work Research Group.

▶ CAMP DIRECTORS, YOUTH COUNSELLORS, TEACHERS, and others concerned with planning youth programs will find ideas for exciting indoor and outdoor activities in a kit prepared by the United States Committee for UNICEF, *Understanding Our Neighbors*. This is available, for $1.00, from United States Committee for UNICEF, Room 1860, United Nations, New York.

▶ AMONG OTHER PROMINENT WELFARE WORKERS the NRA executive director, Joseph Prendergast, has been invited to serve on the Health and Welfare Advisory Council to the National CIO Community Service Committee which helps with individual community welfare problems.

▶ IN ANSWER TO QUERIES about the Adult Education Association, following publication of the February editorial by Malcolm Knowles, the association's administrative coordinator, the full title of that association is the Adult Education Association of the U.S.A. In other words, the AEA is a *national* organization with offices in Chicago. Incidentally, it publishes, among other things, the excellent magazine, *Adult Leadership*. Address: 743 N. Wabash Avenue, Chicago 11, Illinois.

BUILD
MENTAL HEALTH

MENTAL HEALTH WEEK
MAY 1-7

Correction

Taking Hold of TV by Roger S. Hall, which was reviewed on our New Publications page in February, was published by the National Publicity Council. Price $2.00.

New Insurance Plan

The new 1955 group accident insurance plan established for the National Recreation Association by the American Casualty Company of Reading, Pennsylvania, is now available for baseball and softball teams. Coverage can be secured for teams in the eight-to-twelve-year-old group, thirteen-to-eighteen, and over eighteen, in both baseball and softball—for NRA Affiliate Members.

The basic policy provides up to a maximum of $1,000 for medical expenses plus an additional $1,000 in the event of death or dismemberment. An optional $10 deductible feature permits extremely low rates. Premiums begin at $15 per team for the eight-to-twelve-year-olds—$11.50 with the deductible—and go up to $73.50 for baseball for the over-eighteen-year-olds. Coverage begins on the date application and check reach NRA headquarters and continues through until October 1, 1955. Write the Association for full information.

Don't sit back

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Readers! You are invited to send letters for this page to Editor, RECREATION, *8 West Eighth Street, New York 11—so that your ideas, opinions and attitudes may be exchanged with others on the wide range of subjects of concern to us all. Here is your chance to agree or disagree with the authors of our articles.*
—The Editors.

Quick Action

Sirs:

Our thanks to you for including our article, "From Courtroom to Classroom" in your February issue of RECREATION magazine. Already one of the local branch libraries has called and offered their basement for a craft class and we are starting use of this.

HELEN COOVER, *Assistant Director, Department of Recreation, Kalamazoo, Michigan.*

Proposing a National Inventory

Sirs:

I have spent several hours reading and reflecting upon the very recent publication of the National Recreation Association entitled *Recreation As a Profession in the Southern Region.* In my opinion, this is an excellent study, and for it the NRA and the Southern Regional Education Board deserve the acclaim of the entire profession.

For the first time we now have a critical analysis of the status of the profession, albeit on a regional basis. The facts revealed in the study are not such as to make us extremely proud of our professional status, but they should serve to indicate some of the areas in which we need to accelerate efforts to achieve progress.

I believe that the book will be widely read and reflected upon. A knowledge of present status is the point of departure toward improvement, and therefore it is my sincere hope that the NRA will complete a splendid beginning by undertaking, in cooperation with national professional societies, a national inventory of the recreation profession.

Please accept my sincere congratulations for this valuable study, with special praise to Mr. W. C. Sutherland and Mr. Alfred Jensen.

G. B. FITZGERALD, *Director of Recreation Training, University of Minnesota, Minneapolis, Minnesota.*

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Recreation and Adult Education

Sirs:

I was most interested in Mr. Knowles' editorial, "Recreation and Adult Education," in your February issue. I could not agree more thoroughly with his statement, "The marraige of these two approaches to human welfare will not occur so much as the result of abstract philosophizing as through the artistry of our workers." Is it not time that we all concentrate on *what* we are doing and how well we can do it, rather than what we *call* what we're doing? Here's an analagous situation: Is it therapy when the polio victim exercises his hands through crafts or is it recreation? Why battle with terms? It's the things that are accomplished that are vital.

Purposes involved? Outcomes? I would take issue with Mr. Knowles on the basic differences in outcomes between adult education and recreation as he took issue with himself as to the differences in purposes and aims of the two professions. There is ample evidence of personal growth and learning in recreation situations. Watch a group of eight-year-olds in a game of Kickball, or observe the local teen center's photography club in action. On the other side, the adult education course which teaches me the art of hooking rugs may have its greatest outcome in the pleasurable social experiences involved.

Let's get back to that "artistry of our workers" idea. A qualified leader, be he in adult education, recreation, or any other comparable profession, combines appreciations and satisfactions with learning. Let's spend more time and energy on cooperation between the two fields and less time on drawing sharp lines of professional "no trespassing."

JANET R. MACLEAN, *Instructor of Recreation, Indiana University, Bloomington, Indiana.*

* * * *

Sirs:

I especially enjoyed reading Mr. Knowles' editorial on the relationship of adult education to recreation, and I consider this one of the finest statements I have ever read concerning the close interrelationships between these two important approaches to human welfare.

Mr. Knowles has pointed out that, ideally, there should be no difference between adult education and adult recreation. I am in complete agreement with this point of view. I feel that if adult education activities are to be really effective, the participant must have the right to choose those activities in which he engages. At the same time, these activities should be pleasurable and should result in self-improvement. If the activities can satisfy these criteria, then they may also be properly classified as recreation activities.

As early as 1917, the National Recreation Association set forth as one of the seven basic objectives of education "the worthy use of leisure time." Since then, the schools have increasingly concerned themselves with teaching boys and girls the fundamental skills and attitudes which will enable them to enjoy for the rest of their lives a variety of interesting and worthwhile activities during their leisure time. There is also a growing trend toward schools providing adult education and recreation programs, or contributing leadership, facilities, and funds to make such programs possible. Thus the marriage of education and recreation has resulted in increased leisure-time opportunities for people of all ages.

JACKSON M. ANDERSON, *Consultant in Recreation and Outdoor Education, American Association for Health, Physical Education and Recreation, Washington, D. C.*

Other letters of comment about the February guest editorial by Malcolm Knowles, administrative coordinator of the Adult Education Association of the U.S.A., have been received and will appear in our May issue.—Ed.

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Howdy Pardner

Raise Your Sights For Denver!

The big round-up is startin'—for the 1955 Congress, that is. Out here Denver way a lot of folks are hard at work already. And from the looks of Curley's mail there's a lot goin' on back east in New York. Jot down the dates—September 27 to October 1—and start makin' yore plans to discuss recreation at the top of the nation.

A LOT OF folks certainly have been busy, and the result is that the Congress preliminary program outline is scheduled for mailing this month. It contains full information about plans for section meetings, plans for some of the special events that are in store for delegates, and it tries to answer many questions about the 1955 Congress.

Congress headquarters will be at the Hotel Shirley-Savoy, but meetings will be held in the Brown Palace Hotel and the Cosmopolitan Hotel as well. These three hotels are located in the same vicinity. All hotel reservations are being handled by the Denver Convention and Visitors Bureau. Please address your requests for reservations to the bureau at 225 West Colfax, indicating your preference. The hotel will send you confirmation. Rates in the three hotels:

	Shirley-Savoy	*Brown Palace*	*Cosmopolitan*
Singles	$ 4.00 to $ 6.00	$ 7.50 to $15.00	$ 6.00 to $ 9.00
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Suites	16.00	18.00 up	18.00 to 30.00

Meetings of the American Recreation Society will convene before the National Recreation Congress and will be held at the Albany Hotel. Members of the Society will receive further information directly from the Society about plans for those meetings, including hotel reservation information.

Committees

In addition to the committees listed in RECREATION a month ago, several others have been appointed. They are:

Local Arrangements Committee—J. Earl (Curley) Schlupp, chairman. David M. Abbott, assistant manager, Denver Department of Improvements and Parks; James Bible, superintendent, Denver City Parks; Mrs. John Gorsuch, vice-president, Colorado State Conference of Social Welfare; Elmer Hager, Colorado District VFW; John N. Perryman, Denver Convention and Visitors Bureau; Mrs. Louis A. Pollock, Denver Area Welfare Council; Stuart Richter, Colorado Springs, president, Colorado Recreation Society; Garnet Stone, supervisor of recreation, Denver Public Schools.

Town-Country Advisory Committee—Donald Clayton, rural sociologist in charge of recreation, South Dakota Extension Service; Richard Ferguson, director of recreation, Lake County, Colorado; Mrs. Esther Harbo, Rocky Mountain Farmers Union; Warren Newberry, American Farm Bureau Federation; Arden Peterson, Michigan State College; T. W. Thompson, director, National Committee for Boys and Girls Club Work, Chicago.

Supervisors' Advisory Committee — Miss Mora Crossman, supervisor of playgrounds and community centers, Baltimore; Miss Stella E. Hartman, Community Welfare Council of Milwaukee County, Wisconsin; Ralph B. McClintock, superintendent of parks and recreation, Omaha; Mrs. Frances Parrish, executive assistant, Department of Parks and Recreation, Louisville; Miss Annabelle Story, American National Red Cross, Washington, D. C.

Advisory Committee on Board Problems — David Brace, Austin, Texas; Waldo J. Dahl, Seattle; Ed Haislett, Minneapolis; Dr. Charles B. Hershey, Colorado Springs; David Kadane, Freeport, New York; Hall Nichols, Wellesley Hills, Massachusetts; Dr. C. M. Sarratt, Nashville; Fred Shoaf, Fort Wayne; Mrs. Frances Veeder, Lakewood, California.

Denver Staff Committee — The following members of the Denver recreation staff have been organized into a special committee to work with the Local Arrangements Committee listed above: Miss Theresa Chiesa, John Drake, Edward A. Haynes, George Kelly, G. W. Lutz, Miss Evelyn Runnette, Robert Smith, Ed Wallace, Miss Ida Mae Williams.

In addition, the several national advisory committees to the National Recreation Association are assisting in the planning of certain Congress sessions.

Special Train?

Delegates who took the special train to the Seattle Congress will never forget the friends of that trip and the fun en route. Their annual reunions have become a regular feature of every Congress.

It has been suggested that delegates from various parts of the country would enjoy going by special trains to Denver. If you are interested, please send a post card to T. E. Rivers, Secretary, National Recreation Congress, 8 West Eighth Street, New York 11, New York. If enough are interested, efforts will be made to organize trips and tours.

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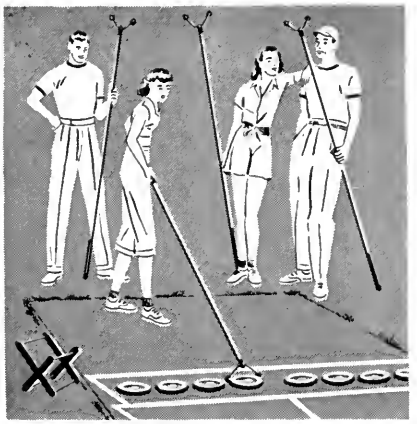

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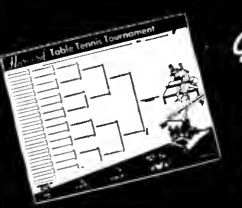

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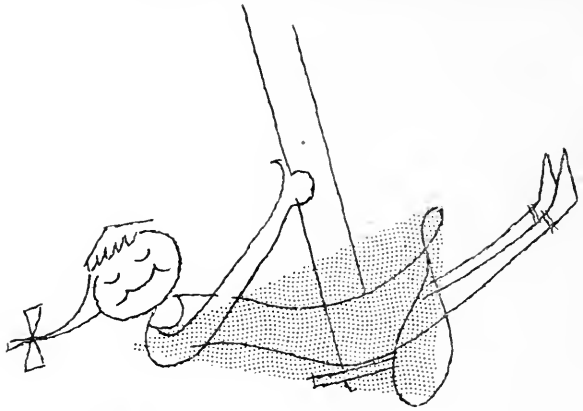
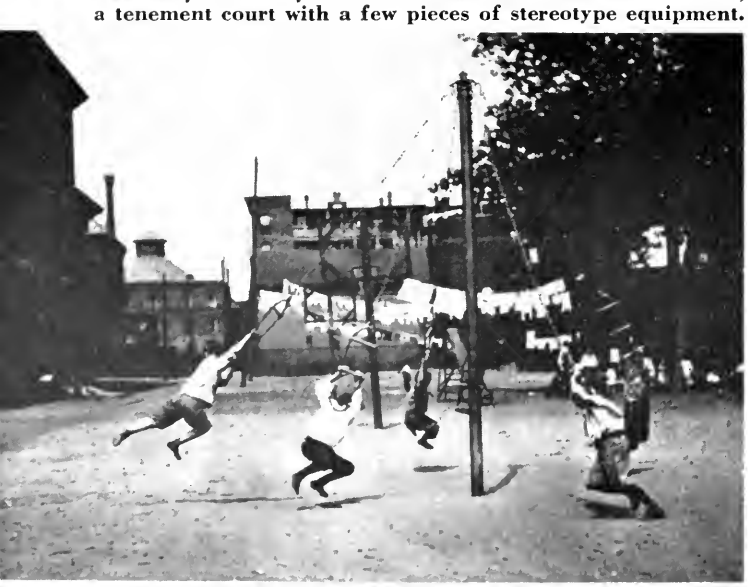


NEW CONCEPTS Behind Designs for Modern Playgrounds

Robert B. Nichols

In Teddy Roosevelt's day playgrounds were outdoor gyms for body building. A Los Angeles playground a few years later.

The early battle cry was "Get them off the streets!" Below, a tenement court with a few pieces of stereotype equipment.



JUST AS PARKS have reflected social and cultural changes in their design, so, on a smaller scale, has the playground. This design is an expression of the social concept behind it, and this concept appears to be changing. The park of the fifteenth and sixteenth century was a hunting preserve laid out for kings, later to become—by royal behest or revolution in some cases—the pleasure ground of their subjects. In the 1840's in England a new kind of park appeared—the "picturesque" or "romantic" park, which, in America, was evolved by Olmstead. It arose to meet the challenge of the industrialized city and was designed to create or re-create a part of original nature in the midst of urban concentration and ugliness. This park, in turn, has been modified by other pressures and today reflects in its recreation areas and other active facilities a new concept of present social need.

Do we think of the playground as having a history? Properly speaking its history is a short one. It originated as part of the child welfare movement in the late nineteenth century and has been said to date in this country from the Children's Mission in Boston with its "three piles of yellow sand." In Brookline, Massachusetts, in 1870, the first municipal action was taken to acquire a playground site. By the turn of the century, activity on behalf of playgrounds was recorded in several cities. Following the organization in 1906 of the Playground Association of America[1], the "playground movement" spread rapidly throughout the country.

What kind of playgrounds were they? What were the social ideas behind them which were reflected in their designs? The accompanying photographs may give us some clue. The Los Angeles playground picture of long ago, with slides and swings, is that of an outdoor gymnasium.

The problem was, of course, health, in an increasingly congested and debilitating city. In the solution the emphasis, as we can see, was on body-building and physical equip-

[1] Now the National Recreation Association.

ROBERT B. NICHOLS, *a landscape architect, is the director of Playground Associates, Inc., New York City.*

ment for this purpose. Another problem was safety. The other picture, of a giant stride, was taken somewhat later on a guarded playground in a tenement court. It could be captioned: "Playgrounds reduce the number of accidents." Much heard at that time was the rallying cry: "Get them off the streets." The traffic menace was recognized even then.

Safety then, and health, to be achieved through fenced areas and open-air gymnastic equipment: this was the planning ideal of these early playground builders, linked possibly with a philosophy popular at the time, that of the "energetic and strenuous life" of President Teddy Roosevelt. The two ideals of health and safety continue today, so strongly, in fact, that they may be said to represent the almost exclusive concern of one type of contemporary playground. But there are other types as well.

For a moment let us follow the outdoor gymnasium, briefly, in its development. The basic factor here was technical: the working out and perfecting of materials and construction methods. It is generally forgotten that even such standard materials as concrete and asphalt were a comparative innovation at that time, and their use as surfacing for the playground "floor" was an original achievement. Technical advance also characterized the equipment proper. The emphasis on physical development and body-building produced its appropriate design. Manufacturing skills, largely in steel pipe, were developed and elaborated with an ingenuity and a mechanical exuberance that is typically American. Some of the old steel slides are bizarre in the extreme. They are now as extinct as the woolly mammoth. Nonetheless, they are the prototype of the equipment we see around us generally today.

There was a development also towards standardization. As the playground movement expanded under municipal sponsorship, lack of supervision was a problem. As these new public areas multiplied, it was essential that their furnishings should be safe, well-built, and simplified. Some of the ancient humanitarian projects of the early playground builders were dropped (basket-making, raffia-weaving for the girls, and so on). Certain types of the more adventurous equipment were also eliminated—traveling rings and, even to a large extent, the teeter-totter. Other types were officially sanctioned. There evolved what we have come to think of today as the standard municipal playground, with its paved surface and fence, its classic equipment—the slide, the sandpit, a bank of swings, and jungle gym. Even the new name of the latter has a municipal ring; it is called in some quarters the "pipe frame exercise unit."

In the thirties came the housing authority projects with their own distinctive playgrounds. The essential problem for them, also, was lack of supervision and the necessity for health and safety. They, too, tended rapidly towards standardization. The materials used, however, were refreshing—often concrete and cinder block—and their original designs were striking. Creative social influences were at work. We shall return to these later.

Another and even more radical development in its implications was the amusement park. This originated somewhat earlier, and has become for the younger children the "kiddieland." Though usually not considered so by designers, the kiddieland is of genuine interest as a recreation type. Commercialized and vulgarized in this country to the extreme, it is, nevertheless, a form capable of great distinction, as in the Tivoli Gardens in Copenhagen. It represents in any case a distinctive social idea: that of amusement for amusement's sake achieved through color and excitement. In a society increasingly occupied with leisure and leisure's fruits, we can see this ferment at work already. It is bound to have an important influence on recreation design generally and playgrounds in particular, such as the use of candy-striped swings and rocking horses in Philadelphia,[2] and elsewhere.[3]

There have been two further developments. One comes

[2] See *Life* magazine, September 13, 1954.
[3] See "Color and Playground Safety," RECREATION, May 1954.

Equipment later grew more social in feeling with free swinging and climbing in every direction. Apparatus now in use.

The commercial stereotype, standard equipment for today's "kiddie land." Non-creative in concept, it ends in boredom.

Sentinel

Stalking Big Game

Bucking Broncho

Locomotive Engineer

Air Pilot

Housepainters

From the Porthole

Polar Bears

Camel Drivers

The spirit of modern education is to offer a variety of choices, opportunities for drama, improvisation, make-believe. An example of the new apparatus being used increasingly by public recreation departments is the "saddle slide" at Sarah Lawrence nursery school. Philadelphia has installed one at Connell Park and has purchased five others in its drive to modernize playgrounds. Abstract designs in this new sculptural equipment stimulate the imaginations of children to use them for countless adventures.

to us from the kindergarten or pre-school, and has originated in changing concepts of education, which are most clearly expressed in contemporary school architecture. If we are looking for the social idea behind the design of equipment and apparatus, however, no places are more interesting than the small nursery play areas, with their building blocks and other constructive toys, their painting sets, their music and children's books, their packing-box houses, boats, forts, and climbers. There is about these things first of all a sense of relationship to the size of the child, a vitally important element and one neglected until recently. Other ideas are versatility, spontaneity, a freedom and openness of physical plan and programming, the encouragement of dramatic and imaginative play. Surely this last idea had its effect on the public housing playgrounds. Would the concrete "airplanes," "tunnels," and "foxholes" have been even possible in the early nineteen hundreds? They represent in a very real sense a rediscovery of the child and of the child's own imaginative capabilities.

A final playground type comes to us from the artist and sculptor. True, this is mostly in the future. In its most advanced expression, the "terrain sculpture" of Giacometti and Noguchi, these playgrounds have as yet actually to be built. The idea behind them is a rejection of the flat paved surface with equipment superimposed above it. These artists see the entire space as a whole, both vertical and horizontal, with the ground forms and equipment designed together as part of the same sculptural unity. This implies a teamwork among artists. Within the recreation framework, sculptor, mural painter, and landscape architect contribute equally to the design. To a great extent this has been achieved in Stockholm, Sweden, in the collaboration of Holger Blom, chief park designer, with the sculptor Moller-Nielsen. In the Swedish parks, Nielsen's *legeskulptur* or play sculpture, is already a proven success. It has just begun to influence native design in this country (see photo of "saddle slide" at Sarah Lawrence College on page 156). Often miscalled an "aesthetic" approach, this is on the contrary a very practical one. It represents a deep faith in the inspiration and imaginative resources of the child and the use of abstract sculpture to serve them.

We have, then, four playground "types"—if we can generalize among them so broadly: the municipal, the amusement park, the nursery play yard, the sculptural. Each differs radically from the others, both in design and in the social ideal behind it.

The social concepts behind recreation design are changing. What has long been thought of as the "standard" playground appears to be in the process of changing also. What the future pattern will be is as yet impossible to determine. In any case, the main stream continues: an ever-evolving attempt on the part of designers and recreation specialists to meet the needs of the child. These are needs both of mind and body; they are social needs to prepare for adult life tomorrow and to provide creative leisure today. To this main stream, all four of the above mentioned playground types contribute, and elements of each are incorporated.

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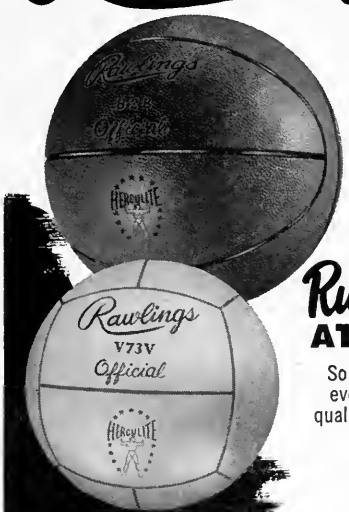

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Our Mid-Summer High Spot

How We Plan Joseph Lee Day

July 29, 1955

Nathan L. Mallison

MY RECREATION bringing-up was in the Joseph Lee tradition. I heard about him from Miss Fonde, first superintendent of the Houston, Texas, recreation department, and read about him in RECREATION magazine. Three years of work in the recreation department passed before I met him. That was the same year I became Houston's first supervisor of playgrounds. I met Vic Brown that year, too. It was a pleasant triumvirate of events.

The handlebar mustache and metal-rimmed eyeglasses made me think Joseph Lee might be conservative and dignified. As I attended the National Recreation Congress each year and saw the twinkle in his eye as he and Dr. John Findley batted witty remarks back and forth like a shuttlecock, I became more aware of the great interest he had in people in general, and in recreation workers specifically. I even forgot that New Englanders, Bostonians in particular, are supposed to be laconic, self-sufficient, independent. Since I was born and brought up in the Green Mountains of Vermont, it was easy to regard such opinions lightly.

When Joseph Lee left us, it was natural that his memory should stimulate an observance quite different from conventional memorial programs. RECREATION magazine gave the impetus in a number of human interest stories about him. I told many of them to my present staff and they received, indirectly, some of the "lift" I received from him as a personality. Their enthusiasm each summer, as they approach Joseph Lee Day on the last Friday in July, is similar to the spirit that pervades our nation at Christmastime. Everybody is in on the act. Morale skyrockets as the plans materialize and preparation gets under way. The result is a glorious day, with almost as many varieties of activities as Heinz has pickles. Such an observance requires considerable attention to trifling details. While trifles don't make perfection, perfection is no trifle.

First, we make a tentative list of events at a meeting of supervisors, using the previous year as a guide. Many activities have become traditional; the program must touch all age groups: there must be team games as well as individual events for all; there must be the zest of competition, but not at the expense of a large participation. And there must be a good publicity stunt.

The list is then discussed at the weekly staff meeting with the directors and, once accepted by all, it is mimeographed as a timetable and schedule for activities. This is later incorporated into the four-page program which has a cover similar to a poster; second page, which carries a description of the observance and the man who inspired it; third page, which has the schedule of activities; and last page, which has general rules for participation. This program is distributed to schools, playgrounds, and all others concerned.

Other preliminary steps taken are as follows:

1. Preparing a list showing all services and equipment required, such as marking of courts, placing halyard on the flagpole, PA set, buses for the band, tables for craft exhibit, permission to use school auditorium across the street from the playground, portable stage for the talent show, soft drinks for the band, trash cans, permit to close a street for the pushmobile race, and so on. This is followed by making out the requisitions or requests for the services desired.

2. Listing of all props and small items needed. This includes such things as softballs, bases, clipboards, typewriter, stop watches, paddles, tether balls, and so on. These are assembled in large canvas bags for transportation to the event.

3. Assigning of staff personnel and volunteers to conduct the various events. This is a real Chinese puzzle which requires careful charting to utilize all workers to best advantage. The schedule for the program and the number of events running at one time depend upon available personnel.

4. Practicing, by all playgrounds, of the events on an intramural basis, so that very little instruction is required on the day of the event.

5. Handling of publicity, which includes bulletins, radio, TV, newspaper articles and, best of all, word-of-mouth.

After all the preparation, which takes the first part of the summer, is completed only one thing remains—a fervent prayer that it won't rain.

The day arrives and youngsters converge on the two playgrounds where the

(Continued on Page 160)

MR. MALLISON *is the superintendent of recreation in Jacksonville, Florida.*

What goes up must come down! This very agile young lad, contestant in a rope-climb competition, pauses on his way down after successfully tapping the cowbell at top of climb.

The rope jumping event on Joseph Lee Day includes ten to fifteen feats of varying difficulty created by the contestants. This active young lady was the winner.

A section of the annual craft exhibit is reserved for adults. A perennial favorite is the series of miniature stage settings for the story of "The Three Bears."

Speed demon made his pushmobile from a board, a basket, unmatched wheels of two express wagons.

Noon talent show often includes hillbilly combinations, like this one, who imitate the popular singing cowboys.

JOSEPH LEE DAY

(Continued from Page158)

celebrations will be held. Some come in buses, others on bicycles, afoot, and in groups in cars driven by mothers. Directors arrive in immaculate, starched whites, carrying clipboards with essential information. The band forms near the flagpole. Lunches and extra garments are checked. Equipment is arranged in orderly fashion within a roped enclosure under the supervision of the "props" clerk. (After each contest or event the director in charge turns in the equipment used and draws the equipment for his next activity.) Craft articles are taken to the school auditorium where tables await their arrangement. Complete bulletins are posted on a large board. Nine-thirty arrives and the first announcement to gather at the flagpole comes over the loudspeaker. The program is under way!

What makes up the program? There is an opening ceremony and a special stunt at noontime which makes good copy for the press, radio, and television. The opening exercise is simple. One of our 125-piece high school bands plays while the boys and girls are gathering. Then there is "The Star-Spangled Banner" and the Marine Corps color guard hoists Old Glory. All repeat "The Pledge of Allegiance to the Flag"; a local minister offers an invocation; a playground youngster delivers a short address about Joseph Lee; and one hundred helium-filled balloons in the shape of a gigantic L are released. Each carries a card, addressed to the department, with a place to write the name of the finder and where it was found. The balloons rise to the stratosphere, burst from expansion, and the cards fall.

The exhibition events include the opening ceremony, an arts and crafts exhibition lasting all day, loop tennis, a talent show at noon, four gas-powered model planes in a dogfight and a number of picnic stunts and contests.

Midget boys (up to thirteen) have a softball tournament, paddle tennis doubles, rope climb, chinning, corkball tournament, pushmobile races and a tetherball tournament.

Midget girls (up to thirteen) go in for the balance beam walk, kickball tournament, short rope contest, dodgeball tournament, paddle tennis doubles and cootie tournament.

Boys over thirteen have a rope climb, horseshoe tournament, chinning, softball tournament, paddle tennis doubles, pushmobile races (as pushers), badminton singles, corkball tournament, mixed volleyball and mixed checker tournament.

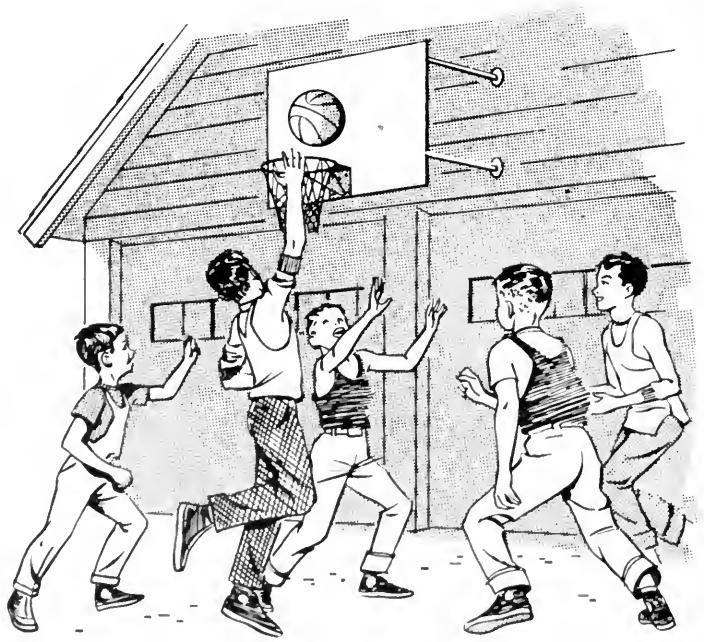
Girls over thirteen participate in a tetherball tournament, badminton singles, paddle tennis doubles, mixed volleyball, a softball tournament, boundball tournament, balance beam.

At noon, or at a convenient stopping place near noon, all stop to eat their "nosebag" lunches and watch the special events which may be talent numbers, singing, gymnastics, homemade musical instrument renditions, model airplane acrobatics, and so on. Some stroll across the street to see the craft exhibit. Free soft drinks are served to all by a park concessionaire.

As the afternoon wears on, tournaments and contests are finished. Results are announced on the PA set and posted on the bulletin board. Special Joseph Lee Day ribbons are awarded to winners and runner-ups in each event. The playgrounders who have finished usually take a dip in the pool.

By this time the press steward has typed a summary of all events and written a lead for the papers; the photographer is heading for the darkroom; and the white uniforms of the directors are a bit dingy. Finally, the sun dips low; Old Glory is hauled down and folded. Youngsters are heading home for a hearty supper. Another Joseph Lee Day has passed into history.

The story should end here, but there is a final chapter which takes place in staff meeting where the event is rehashed and notes for changes and improvement entered in the files as reminders for a "bigger and better Joseph Lee Day next year."



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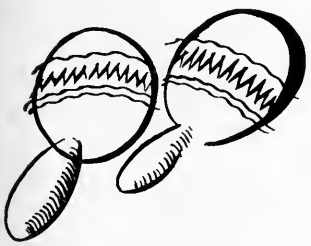

George H. Adams

A small Spanish don surveys the world from a wheelbarrow. All floats are handpowered or drawn by donkeys or ponies.

THE OLD saying that "everyone loves a parade" proves true in Santa Barbara, California, when the annual children's parade, "El Desfile de los Ninos," is held. This colorful event, staged by the city recreation department, is one of

Small fry depict early history of Santa Barbara with floats which they make as part of playground creative activities.

the highlights of the Old Spanish Days celebration, which attracts hundreds of thousands of visitors to the community during the full-of-the-moon each August.

Under the direction of Miss Joyce Gardiner, recreation supervisor of special activities, this has grown each year until last August when 1,178 children participated and 150 adult volunteers assisted in the assembly area. Of course, this does not include all the fond parents who spent numerous hours preparing costumes, carts, wagons, and floats for weeks in advance of the big day.

The parade gives local small fry a chance to depict, and to learn more about, the early history of their hometown; and they never miss a bet. There is nary a dull moment from the time the Bennett Boys' Band strikes up the first note until the last tiny senorita or Spanish don has reached the disbanding area.

Last August twenty-one groups participated as units and entered large floats portraying every phase of the city's early life—from the missions to such street names as Indio Muerto (Dead Indian). There were 163 small floats and 29 head of livestock among the participants who marched along the six-block parade route which was jammed with an estimated 50,000 persons.

In planning the event, the first organizational meeting is called in July—seven weeks prior to the event's actual date, which varies yearly depending upon the time of the full moon in August. At this meeting the minutes of the evaluation meeting held after the previous year's parade are read and discussed. Suggested changes are considered, and those of value are accepted for the coming event. Chairmen for traffic, safety and first aid, narrators, assembly area, disbanding area, tally committee, as well as parade marshal and assistants, are named. Publicity is handled through the recreation department.

About four weeks prior to the parade, registration forms are made available at the recreation center; and each participant must be registered and the card signed by an adult. At this time all groups entering large floats are called together, and each adopts an idea or event as a theme. (This prevents too much duplication.) From that day forward, playgrounds, each of which enters a float, together with the

MR. ADAMS *is the director of recreation in Santa Barbara.*

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active and inactive games and mixers
social dance icebreakers **community singing materials**
folk and square dances **informal dramatic activities**

Caution against harmful games and stunts; recent recreational dance history; and some original dramatic activities are also considered. Lists of periodicals, record albums, and other useful materials in the field are included. There is an extensive treatment of program planning to meet the needs of different types of groups.

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YMCA, the Boys' Club, and the other local organizations, start planning and building their floats.

Most float materials are donated. There is a raid on orange crates, scrap lumber, chicken wire, cardboard boxes, wire, nails, and, above all, wheels. No motorized equipment is allowed; every float must be pulled by hand or drawn by pets or ponies. No pony, donkey or burro may be over fourteen-hands-two-inches high and must be accompanied by an adult. Along the same line of reasoning, no bicycles are allowed. The cadence of the parade must be geared to meet the pace of walking two-year-old senoritas. The photographers must be considered because they have a field day and no one is reluctant to pose. In fact, before the parade has moved a block, many of the participants stop and pose automatically when they see a camera.

The parade forms in one of our parks in the center of town. There, information tables have been set up and are in operation by 9:00 A.M. The youngsters have worked long and hard for this day and they are eager. The streets have been barricaded by the park and street departments, and traffic officers are on hand to give necessary assistance. The fire department and Red Cross stand by, to be ready in event first aid is needed.

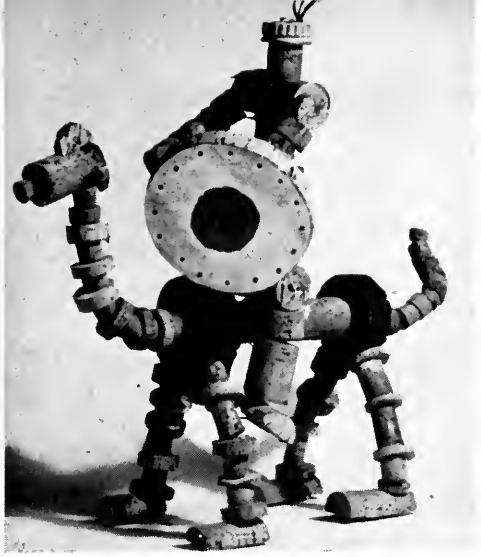
The parade marshal and his assistants are stationed at a street intersection at the corner of the park, and all entrants are formed in the street, in the four blocks nearest the intersection. The street for one block north of the marshal contains all the large floats; the block to the east, the small floats and individuals; the block to the south, all pets and livestock; and the block to the west, walking groups, the lead band, Miss Santa Barbara, Jr., float, flower girls, and other units that will lead off.

At ten-thirty, sharp, the signal is given and another children's fiesta parade is off to the sound of applause and cheers. Back at the intersection the marshal and his assistants are moving the various individuals and floats into their places behind the moving units. This allows one block in which to correct faulty wheels, be sure the balky burros are moving, and everything running smoothly before turning down the line of march.

Meanwhile, preparations have been under way at the recreation center, which is the headquarters of the disbanding area. Volunteers have set up tables in the auditorium, in alphabetical order, where each child who has participated will be given a certificate. The names have been typed from the registration cards and are ready for everyone except those who were registered the morning of the parade. These are few in number and the names are typed while the child waits.

The ice-cream truck is on hand and each child is given an ice-cream bar. The parents hustle them off to their car and both parent and child have experienced a thrill they will never forget.

There is plenty of follow-up work to be done. Over one hundred "thank you" letters are written; and, within a week after the parade, an evaluation meeting is called, and the chairmen of all phases of the event point out the strong and weak points and offer their suggestions for an even better parade next year.



Knight made of bottle corks, needles, wire.

Musical instruments are useful creative projects. Drum is half a cocoanut.

Crafts That Show Imagination

These excellent pictures, sent to us by Gudrun Lischke of Berlin, who has just returned to Germany after a period of observation and work in the United States as a participant in an exchange program for social workers, beautifully illustrate the fact that, with care and good leadership, crafts objects created from scrap materials can be in good taste and quality.

The objects in these photographs are the result of the after-school program where students from the *Padagogische Hochschule* (Teachers' College) work as volunteers. The program is conducted two afternoons a week, with from 250 to 300 children in attendance. Crafts and sports are preferred activities.

Says Miss Lischke, "In Berlin there is no money, no material to work with, but there is a great need for recreation activities. Recreation programs are in their infancy and are carried on—and very often financed too—by idealists rather than by an organization. These pictures show the poorness of the materials which must be used, but also show the imagination of children. The children who did these works are so interested in them that they bring everything from home that is not needed there: nails, wire, corks, scraps of material, old newspapers; and it happens very often that a father who is also interested sends in an old chair, an old cupboard. Everything can be used, and the children plan their work with the group leaders.

"The children of Berlin are very fond of arts and crafts. There are today several programs at the schools in the afternoons, and the children use the school's facilities, led by a teacher who spends his leisure time—not seldom his money, too—to do this work because he is one of those who are aware of human needs and who are strong enough to face the problems."

We think these pictures give an impression of what can be done, as Miss Lischke says, " . . . with a little bit of money, but a great deal of love, idealism and good will." (The photographs were taken by Burkhard Lischke, her sixteen-year-old brother, and developed during one of the after-school photography classes at Hermann-Ehlers Schule.)

This grotesque figure, carved with a pocketknife, is made of foam-concrete that was the donation of a construction firm.

Fantastic animal was cut from tin can and bent into shape.

Model of the "Kon-Tiki" made of twigs, raffia and straw.

Playground Experimentation Pays Off

IN ROCKFORD, ILLINOIS

The potato race. Enthusiasm of leaders encourages children.

D. James Brademas

THERE IS no organized public recreation system in Rockford, Illinois, a community of 105,000 people, although it boasts of excellent school and park systems. Recent action by the park district has added two hundred more acres of land to the park system as part of a $600,000 program to provide new playgrounds and park-playground facilities. This purchase brings the total area of park property to approximately 1,686 acres, or 81 separate parcels of land, covering 92 square miles.

These areas include playgrounds, neighborhood parks, large city parks, golf courses, and swimming pools. The park and playground areas are used mostly by industrial and other softball and baseball leagues and organized club groups, while the golf courses and swimming pools draw large numbers of individual participants.

Local industrial leaders and park officials have therefore become concerned about the lack of public recreation, and a new ten-member board, designated as the Rockford Boys Club Playground Association, was created to look into the matter. The possibilities for cooperation between industry and park officials were good, and the board of directors of the new association and sponsoring industrial organizations launched an experiment stating: "It is hoped that other organizations, industries, and individuals will join this group of sponsors to continue and expand the program in future years."

The board decided to consult experts in the field of recreation planning before setting up the experiment and subsequently wrote to the staff members of the recreation leadership training program at the University of Illinois. Professors Charles K. Brightbill and Allen V. Sapora of the recreation staff were asked to come to Rockford for a conference with the board.

Two playgrounds on the east side of the river and two on the west were chosen for the experiment, and a trained man and woman were to be employed for each.

The budget for the eight-week experiment was $7,500. No capital expenditures or purchase of costly equipment was necessary. The park district provided facilities, maintenance, and sports and athletic equipment.

The bulk of the budget went for salaries, crafts, and general game supplies. The university representatives had convinced the board that good leadership should be the primary factor and that substantial salaries would attract top leadership. Salaries, which amounted to seventy-one per cent of the total budget, were set at $75 per week for playground leaders and $60 per week for assistant playground leaders.

Among staff members selected: five are at present recreation students; one is in the department of physical education; two are graduates in physical education, one with a minor in recreation; and the other is a graduate in sociology with a minor in physical education. The non-academic backgrounds of these students were varied. Several had been playground leaders in previous summers, and others had gained practical experience through college field work training.

These leaders worked cooperatively and with contagious enthusiasm in Rockford. For instance, in planning for a city-wide play day, one leader wanted to bring his group of playground "Indians" from East Rockford across the Rockford River in canoes and then hike to the playground where the event was to be held. He maintained that since the river ran right through the center of the city, the canoe crossing would stimulate interest among the children and create publicity for the program. The proposal was modified, but it was this kind of imagination that kindled the fires in Rockford.

Many midnight planning sessions were held among the several staff members. Playground leaders were assigned to instruct at seven of fourteen evening square dances on an alternating basis; however, some of them were on hand

D. JAMES BRADEMAS *is director of the Boys Club Playground Recreation Association in Rockford, and is studying for his masters degree in recreation at the University of Illinois.*

to instruct at all fourteen dances. Two playgrounds, privately operated and outside of the jurisdiction of the association, were invited to participate in two all-playground special events. Leaders from these playgrounds also attended all of the association staff meetings. The responsibility for setting up and instructing at three additional evening square dances for a privately operated playground outside the city limits was taken on late in the program.

Out of professional interest, substantial financial aid was given to a needy playground outside of the experimental program. Four playground leaders returned to two playgrounds in the middle of August, two weeks after the program had officially ended, to supervise family nights and to talk with parents about adult recreation clubs and future recreation programs.

Sampling the stew is part of the fun on city-wide Play Day. Seven hundred children were brought together in one park.

There were many reasons why the experiment was successful but none more important than the professional competency of the recreation staff. These were people who had recreation education, who were not afraid of hard work, and had some practical experience. They were leaders who knew how to have fun while they worked, who knew the meaning of human relations, and who were so vitally interested in the fundamental philosophy of public recreation that they did their utmost to translate their belief into recreation service for the people.

Another reason for success was the cooperation of the children, park district officials, businessmen, board members, and parents. The children of Rockford are like the children of many communities across the country, eager and responsive to able leadership and action-laden programs. For the first week of operation, they came to the playgrounds with curious looks of disbelief written on their faces. One child asked, "You mean we can play here and do all this stuff free for nothin'?"

Disciplinary problems were at a minimum and were handled quietly. Loyalty to the playground name and to the leaders ran unusually high and was expressed by clean, spirited competition among playgrounds and by actions of sincere friendship among youngsters and leaders. Playground safety patrols were formed and children carried out their new-found responsibilities well and with a sense of pride. There was not one playground accident of any consequence during the eight weeks of operation.

At the first all-playground special event, seven hundred children were brought together at one park. Their willingness to cooperate made what might have been a trying day a successful venture in group fun. The entire eight weeks were filled with happy children fulfilling a desire to have fun and wanting to help at the same time. Attendance at the four centers totaled 59,000 for the season.

The park district offered the use of the four playgrounds under its jurisdiction and gave wholehearted cooperation at all times. A telephone call about a clogged spray-pool drain would bring a maintenance man immediately to the trouble spot. Trucks and drivers were always available on request, and park maintenance men cooperated with playground leaders at all times. Members of the association board were active during the summer viewing various parts of the program and offering assistance when it was needed.

Many businessmen and organizations helped greatly by delivering supplies promptly, by allowing discounts, and by contributing materials which added much to the content of the program. Newspaper editors realized the importance of recreation in the life of the community and gave solid support. Dozens of stories, editorials, and pictures were printed on daily and special activities. A local television station offered the services of its studios in presenting six half-hour child-participation programs. Each show brought to the public a presentation of one of the major areas of the recreation program.

One company offered the use of one of its large windows in a well located downtown building for a crafts exhibit showing types of raw material used and finished crafts items from the four playgrounds. Many parents were active in the program and two neighborhood groups have laid groundwork for the formation of adult recreation clubs in order to keep the interest alive until next summer.

What should be the ultimate goal of experimentation programs such as the one in Rockford? The final objective should be a year-round recreation program serving the needs of all people on a secure, sustained basis. One of the most important factors in a secure program is a permanent staff of full-time, experienced personnel at all levels. Rockford is faced with the problem of not having a permanent staff because many of the students who worked there last summer will be looking for permanent jobs rather than returning to summer positions.

Rockford, and other carefully planned community playgrounds as well, could serve as a recreation training ground for young recreation and physical education students. The benefits would be high both to the students and to the community. Young students have many new ideas and are willing to work hard and to learn. If a properly planned and administered playground program blossoms in Rockford in the years to come, it could attract top students from many colleges and universities for summer work.

Rockford is now planning an expanded program for next summer, with long-range plans in mind for a much needed permanent year-round program serving the needs of all people. Its striking deficiency in public recreation is being eliminated by forward looking citizens who realize the necessity of the worthy use of leisure time.

Playground Plans

That Are Successful in Boston

Patrick J. Ryan

. . . for the Mentally Retarded Youngster

INTEREST in developing a playground to experiment with a new phase of public recreation—a program for mentally retarded youngsters—took form in the Boston Parks and Recreation Department in the summer of 1952.

All directors of recreation are familiar with the problems involving youngsters of this type in their programs—the usual story of youngsters so afflicted they are not physically able to take part in the daily program of the local playground. Then, of course, there is the concern of the parent that the youngster is not capable of withstanding usual kidding and fooling that normal youngsters generate in their activities. An additional concern is that many parents with such a child are not too anxious to publicize his condition. Nevertheless, the interest of the parents and the enthusiasm of the youngsters becomes so great that the opportunity to try such a program should not be overlooked.

When the commissioner of parks and recreation, Frank R. Kelley, presented the idea for this new phase of the program to Mayor John B. Hynes, the mayor was most enthusiastic and instructed the commissioner to go all the way.

In going into action, the first consideration became that of a location which would be public, yet not conspicuous enough to attract spectators. Castle Island, in Boston Harbor, with its old fort and drill grounds dating back into history, was ideal in many ways. It is located right on the edge of the harbor, with a large grassy area and nearby housing facilities. The construction of its Fort Independence, one of the strongholds of our liberty, was a series of giant blocks cemented to form walls twenty-feet thick—not too unlike most of the early forts. The area inside the blockhouse was used as a parade and drill ground. This area, then, was set aside and appropriately titled "Pleasure Island."

The problem of personnel was solved when one of the most interested persons in this area turned out to be a school teacher with over twenty years of experience in teaching retarded children. Miss Helen Freeman was appointed as director of the program, and we were under way.

Parents, brothers, and sisters, were encouraged to come to Pleasure Island for the day. The parents developed into excellent volunteer leaders, and the brothers and sisters supplied normal healthy playmates who did have a desire to play with, but still keep in mind the limitations of, their less fortunate brother or sister.

The daily program does not vary much from that of the average well-organized public playground, with flag raising, singing, marching, sports and games, arts and crafts, story telling. An important part of the day is the period set aside for a formal physical education program. We have also successfully included a "learn to swim" program among the activities.

Some of the items listed by observers of this program are interesting:

- The parents are the key to the situation. Their cooperation and willingness to bring their problem out into the open has helped to furnish the encouragement and interest necessary in such a specialized program.
- The impressive therapeutic value for the youngsters in being able to play together with children who have an appreciation of their problems and limitations.
- The great confidence developed in so many youngsters from the accomplishment of climbing up to the six foot slide and going down on

Pleasure Island children play with discarded tires to improve coordination. The program varies little from that of the average well-run city playground.

PATRICK J. RYAN *is the director of recreation in Boston, Massachusetts.*

their own, the participation in running which helps to supplant the slow shuffle.

• The youngsters who never left home alone and who now travel the subway to Pleasure Island.

We treat these youngsters as normal youngsters, and as we progress we try to measure their deficiencies and apply corrections. It is amazing how many things they can accomplish if they only have the chance, and, most of all, patient encouragement.

The day camp is open daily Monday through Friday, from May 15 until August 30, and a single day's program has yet to be cancelled because of inclement weather. It is almost impossible to believe that on one of the real New England wet days, we checked forty-two youngsters in attendance.

The accomplishments of this experimental program have been so great that the program has been brought indoors to one of our recreation centers during the winter. It is limited to Saturdays, because of school, and operates on the same basis as the outdoor program, including the swimming classes.

Parents and youngsters alike are most grateful for the wonderful accomplishments, and, most of all, happy to better enjoy life through the medium of recreation. The program is best summed up in the words of the Mayor Hynes, who said, "Never has so little been done for so few that has been appreciated by so many."

. . . for "Citizen of the Week"

THE CURRENT trend in handling juvenile problems has caused the spotlight of public opinion to be focused on recreation and its contribution to a solution of these problems. Too often, an appraisal terminates in the net total of the competitive sports programs and their opportunities for curing moral ills. Most modern recreation programs adhere to a "character before skill" policy. This solid fact came to light in Boston last year, when, in an effort to present the better side of present day youth, the "Citizen of the Week" was made an important part of the summer playground program.

During the Recreation Leaders' Institute, a session was devoted to the details of operating this plan. Its importance was emphasized when it was endorsed as being coordinated with the mayor's civic improvement committee. The monitor, or junior volunteer effort, was adapted to this idea. A simple, yet inclusive, set of regulations to be used to determine the selection of the youngster on a ten-point-total basis was allowed for each of the following:

1. *Interest.* (Attendance, participation in activities.) To be part of a community, a citizen must participate in its activities.
2. *Cooperation, Helpfulness.* A citizen has a relation to those in authority.
3. *Kindness, Consideration.* A citizen has a personal relation to other citizens.
4. *Sportsmanship, Sense of Fair Play.* A citizen has a relation to others in activities.
5. *Genuine Sense of Responsibility and Loyalty.* A citizen has a relation to the state as a whole.

Each week during the summer season, the youngsters on each playground selected the boy and girl who scored the highest points. It certainly meant more paper work, but the immediate interest more than compensated. The selection was recorded on the weekly activities report, and a master record was maintained at headquarters. The program was not under way too long when the local district papers began to feature the youngsters selected in their districts.

The reaction of the youngsters to the program was very good. Can one imagine the "Citizen of the Week" committing some act to lessen his dignity during the ensuing weeks? The interest of the parents, too, was aroused, and not too infrequently parents inquired, "How are you doing down at the playground, Billy?" or perhaps, "I see where Bob has been selected as 'Citizen of the Week'."

The wide variety of selections was indicative of the value of the program. Naturally, some outstanding young athletes were selected, but so also was the youngster who assisted in the arts and crafts program, along with the young girl who was the talented lead in the dance act, and the youngster who never missed a day in guiding his two young sisters to the playground. Needless to say, such a program encompassed all races, creeds, and colors; the only qualification required was that the youngster be a "good citizen."

There were no promotion gimmicks or political angles. It was just a very sincere effort on the part of each playground director to make a specific effort to emphasize the great goodness which we know is the major portion of an American recreation program. The reaction of the press was wonderful, and the reporters had a field day in writing about "plain American kids."

To the Massachusetts Committee for Catholics, Protestants, and Jews, this was too good an effort to be allowed to fade out; and, in order to assure its continuance, the committee proposed to the mayor of Boston that it would like to honor a selected group of these youngsters at a luncheon.

The head table invited was worthy by comparison with any important function held in the city. Its guests were: the mayor, who served as toastmaster; representatives of the various faiths; the superintendent of schools; the chairman of the Mayor's Civic Committee; the chairman of the Massachusetts Committee for Catholics, Protestants and Jews; the chairman of the Boston Chamber of Commerce; the commissioner of the parks and recreation department; and the commissioner of the police department. The list of invited guests included the managing editor of every Boston newspaper, the president of the United Community Services, as well as many people prominent and active in the field of civic improvement and human relations. Each youngster was awarded a framed certificate by the mayor and also a notation on the school record of his accomplishment.

Needless to say, the "Citizen of the Week" has been established as a very definite part of Boston's recreation program.

GOOD LEADERSHIP — a most important ingredient. Here, a leader outlines the rules. Upon his shoulders devolve, to a great extent, the success of the playground program and the happiness and attitude of the youngsters in his charge.

Recipe for

The first ingredients, of course, are CHILDREN and "just folks" of the neighborhood—of all ages—to partake and to contribute. Be sure to include all children who need a place to play and a chance to learn to get along with others in a play situation.

Take, therefore, a play area and sprinkle with the necessary facilities and equipment. Add good trained leadership and as large a helping of children, and adults, as can be handled by leaders. Mix well and season generously—and to taste—with interesting daily activities. Add water wherever possible when temperature is too hot.

For a better, richer brew, call upon community and neighborhood cooperation; and let volunteers add their own special flavor. For spice, use special events—but in moderate quantities.

Result: Successful summer, large portions of happiness and safety; serves many; is sure to bring unanimous calls for "seconds."

CRAFTS. Crafts belong in every program and can contribute some of childhood's most satisfying experiences. For supplies use inexpensive materials, ingenuity and good taste. *(See page 163.)*

SPORTS. The learning of sports skills and games is important and one of the most popular of the functions of the playground.

Playgrounds

FACILITIES AND EQUIPMENT. Needed: a good play area and equipment for crafts, games, sports. It should be as attractive as possible with trees, an indoor shelter, and apparatus for imaginative play.

TER. Children love and mix it in great glee. A regular fea- of summer fun should be cool- off in a well-supervised wading , if available, or by means of a or sprinkler system otherwise.

ALL AGES. Playgrounds should offer something for the whole family: activities for big brother or sister, as well as games areas and facilities that mother, father, grandmother, grandfather—everyone—can enjoy.

SPECIAL EVENTS. Might include a doll show, fair, arts and crafts exhibit, pet show, circus, carnival, festival, fiesta, or parade. *(See pages 158 and 161.)*

ES. Many have come down to us through the centuries. Children have ys loved them. Active or quiet, they build character and personality.

DAY CAMPING. A regular feature in many areas, this offers valuable experiences and adventures in camping and nature activities, a new life for many.

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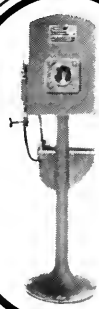

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AGENTS IN PRINCIPAL CITIES

People in the News

MILDRED SCANLON, for more than five years a member of the leadership training staff of the National Recreation Association, became associate director of the USO at Ayer, Massachusetts, the end of March. Through her work with the Association, Miss Scanlon visited every section of the United States, and the courses she conducted in social recreation and playground leadership skills were attended by more than 15,000 recreation leaders. Before joining the NRA staff, Miss Scanlon was an American Red Cross worker in the China-Burma-India theater and an Army Special Services club director in Europe.

DR. LYNN S. RODNEY, Pacific Southwest district representative of the National Recreation Association, was recently given a Fellowship Award by the California Recreation Society for outstanding service to the recreation profession. Dr. Rodney received his doctorate in philosophy from the University of Michigan during 1954.

STERLING S. WINANS, California state recreation director and chairman of the NRA National Advisory Committee on State Recreation, was also a recipient of the Fellowship Award of the California Recreation Society.

ROBERT W. CRAWFORD, former deputy commissioner and superintendent of recreation, recently became the new commissioner of the Philadelphia Department of Recreation upon the resignation of Frederic R. Mann. At the same time Charles B. Cranford and Walter L. Bendon were appointed deputy commissioners of the department. Under Mr. Mann's and Mr. Crawford's leadership recreation in Philadelphia has taken great strides from its early days as a stepchild bureau under the welfare department. Created by charter reform in January 1952, Philadelphia's recreation department is now one of the leading municipal recreation agencies in the United States, and its development and modernization program has aroused great national interest and attention.

BERT and LOU EVANS, two veteran recreation workers of Seattle, Washington, were paid a fine tribute when the city named its new quarter-million-dollar indoor swim center at Green Lake the Evans Pool. Ben is recreation director and Lou assistant recreation director of of the Seattle Park Department. The brothers were honored for their untiring efforts in behalf of Seattle children since 1917. Waldo J. Dahl, park board president, said, "Oftentimes we pay tribute to people too late. This is a living memorial to Ben and Lou Evans."

MYRON HENDRICK, director of recreation in Niagara Falls, New York, recently received the Sportsman Award presented by the city's Athletic Club. Mr. Hendrick has been actively associated with sports for forty years and has been active in local, state, and national groups affiliated with sports and recreation. He is a past president of the New York State Public Recreation Society.

BOB ROBERTSON, assistant director of recreation in Albany, Oregon, has been named the city's Junior Citizen for 1954 in honor of his many activities, beyond the requirements of his official position, which have benefited Albany's youth. He initiated the formation of the state

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junior baseball league and personally financed several baseball teams to enable them to participate in Albany's recreation program.

Recent Appointments

Donald D. Cary, recreation leader for children of military personnel, Mitchell Air Force Base, New York; *Robert Dombro*, recreation therapist, Baltimore Hearing Society, Baltimore, Maryland; *Stanley E. Francis*, superintendent of recreation, Newark, Delaware; *Mary E. Frisk*, Service Club, Ft. Riley, Kansas; *Marjorie Matsushita*, supervisor of girls' and women's activities, Recreation Department, Santa Rosa, California.

Orlo B. McGeath, director, Youth and Community Center, Decatur, Indiana; *Patricia Morris*, Recreation Department, Lima, Ohio; *H. R. Phillips, Jr.*, director of recreation, Logan County, Colorado; *Jay Schwartzman*, Recreation Department, Pensacola, Florida; *Clara S. Simon*, social recreation director, Lewistown Hospital School of Nursing, Lewistown, Pennsylvania.

In Memoriam

Lawrence V. Loy

Professor Lawrence V. Loy, extension specialist in community organization and recreation at the University of Massachusetts, died suddenly March 11 at the age of forty-seven. Professor Loy was widely known throughout New England for his leadership in recreation activities and his work developing state and community recreation programs. During World War II, Professor Loy organized recreation programs for servicemen at Army and Navy bases. For several years he conducted training classes for European and American youth hostels. He was active in church recreation programs and, an expert square dance caller, he taught square dancing to thousands.

Elizabeth Rogers

Elizabeth Rogers, one of the leaders in hospital recreation, died on February 25. Miss Rogers was employed as recreation consultant for the American Red Cross Service in Military Hospitals, Midwestern Area. She had been an active participant in the National Recreation Congresses.

It's A Date

April 11-15 — Association for Childhood International Study Conference, Kansas City, Missouri.

April 12-14—Southern District Recreation Conference, George Vanderbilt Hotel, Asheville, North Carolina.

April 13-20 — Southeastern Methodist Recreation Workshop, Leesburg, Florida.

April 17-19 — Pacific Northwest District Recreation Conference, Boise Hotel, Boise, Idaho.

April 18-23—Pacific Methodist Recreation Workshop, Asilomar Camp Grounds, Pacific Grove, California.

April 23-29—South Central Methodist Recreation Workshop, North Campus, Norman, Oklahoma.

April 25-30 — Illinois 1955 Leisure-craft and Counseling Camp, State 4-H Memorial Camp, near Monticello, Illinois.

April 29-May 1 — Spring Institute, American Camping Association, College Camp, Wisconsin.

May 7 — Conference for Playground Supervision, Bradford Woods, Martinsville, Indiana.

May 9-13—Presbyterian U. S. Recreation Workshop, Camp Nacome, Centerville, Tennessee.

May 10-13 — New England Recreation Conference, Woodstock Inn, Woodstock, Vermont.

May 13-15—Indiana Section, American Camping Association Counselor's Training Institute, Bradford Woods, Martinsville, Indiana.

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The first edition of the textbook, 1940, was prepared by George D. Butler, of the National Recreation Association. The current revised edition, 1948, was largely edited by Mr. Butler, with the assistance of other leaders in the recreation profession. The 516-page volume is a handy and wholly authentic reference source long after the course is completed.

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Games and Status Experience[1]

Brian Sutton-Smith and Paul Gump

IT IS GENERALLY recognized that the rule games of children play a part in their social development. In games, children experience a variety of action-based social relationships; they are given the opportunity—and the necessity—to assume a variety of game-provided roles and status positions. Such status positions within games may be those of the leader, the follower, the attacker, the defender, the taunter, the taunted, and so on. In general, a game position of high status grants to its occupant a special game function, a larger share of the game action, important control over game play, and special strategic powers. Low status positions tend to have opposite qualities. Besides status positions within a game, as a result of game play, there may be established the status of winner or loser.

This paper will be mainly concerned with a classification and description of games in terms of the kinds of status positions they contain and their controls over allocation of these positions. Such a classification may make it more possible to select and manage games so that the participants experience a variety of status roles. Such experiences enable participants to achieve some of the gratifications and the psychological releases which often come when real life themes are acted out in play and fantasy. Although focus here will be upon high status positions, positions of low status also have beneficial experience potentials. To "play at" being in the dominated, derided, or defeated position can relieve tensions about actually being in such positions. Furthermore, the process of going from a low to a high game status position—of changing from the "passive endurer" to the "active master"—can be a personality-strengthening experience.

Since the *kind* of status positions which exist in games can often be surmised by the sensitive worker for himself, major emphasis will be directed to the factors influencing *allocation* of these positions. The allocation of positions in a game may be affected by three types of variables:

1. *Social power,* the extent to which individuals can successfully influence others. Thus, if two little girls vie for the first leadership position in Mother, May I?, the more influential child will be accepted by her peers for that position. Also, high game status positions often go to children who are best liked by the children originally holding the high status game position.

2. *Playing competence,* or the skill with which individuals can carry out the essential game performances. Thus, if two boys strive for the king position in King of the Mountain, the stronger and more agile child is most likely to win that position.

3. *Game controls over position assignment,* or the kind and extent of game rules regarding allocation of the status position. Some game structures permit *social power* rather full scope in the achievement of status positions, others make playing competence, and resultant competitive success, determine who achieves a given status; other games have arrangements which tend to assure some sharing of status positions among participants regardless of their social power or playing competence.

Game Classification

The classification suggested below attempts to classify games in terms of the types of status positions which they contain and the methods of allocation of these status positions which they employ. It will be noted that the presented games classes tend to progress from games which are simple and most often played by younger children and girls to games which are complex and more frequently played by older boys.

BRIAN SUTTON-SMITH *is research associate and* PAUL GUMP *is principal investigator for the School of Social Work Research Project at Wayne University, Detroit, Michigan.*

[1] This is a condensed analysis of a larger research paper which was based upon extensive observations of play in games in New Zealand and the United States. The efforts of the senior author were supported in part by a U. S. Government Smith-Mundt Research Fellowship at the Institute of Child Welfare, University of California. Research grant M-550 from the National Institute of Mental Health of the National Institutes of Health, Public Health Service, supported further work by both authors.

[2] Games labeled (B) and used as examples may be found in *Games,* J. Bancroft. The MacMillan Company, New York; 1952.

[3] Games labeled (R) are in *Games for the Elementary School Grades,* H. Richardsen. Burgess Publishing Company, Minneapolis; 1953.

Dramatic Games:	Ritual Dramatic Games
	Skill Dramatic Games
Skill Games:	It Games
	Pack Team Games
	Individual Skill Games
	Team Sports

Dramatic Games

These games have in common their emphasis upon form and ceremony as opposed to the focus upon competition success in skill games. Allocations of status roles such as the witch, the mother, or the leader is relatively open to the influence of social power, relatively less determined by game skill.

Ritual Dramatic Games. Examples of these games are Farmer in the Dell (B)[2] and Mother, Mother, the Pot Boils Over (R).[3] The high status positions are those of the game director who calls or chants signals and who may choose others to join him. Allocation of such high status positions is left up to the decision of the playing group; furthermore, the achievement of "next-best" status positions (that of being chosen first) is easily affected by one's position in the group hierarchy. Players who are leaders tend to choose their friends first. Thus, social power and popularity influence the decision as to what child will enjoy the high status roles. Playing competence, resulting in competitive success, is not primary.

It must be remembered that players other than the leader have a status, too, albeit a less prominent one. Furthermore, in these status positions, the player is protected from whimsical or "unfair" domination and interference from players in the higher roles. In contrast, lower status positions in *make-believe play* are not protected by controls which prevent the socially powerful child in a leadership position from deciding the roles others shall take *and* determining the content of these roles.

Skill Dramatic Games. Examples are Red Light (R) and Mother, May I? (R). The high status position in these games is that of a mother or leader who "calls the turn." The first leader is likely to be a child of high social power. After the game begins other children compete for the position, but they are under considerable control by this leader who may select the person to attempt the game challenge and who may determine the extent of the other players' progress. (For example, the leader in Mother, May I? grants one player three giant steps forward.) Insofar as competition determines who shall become next leader, allocation of status position is based on competence; however, the leader's control makes it possible for him to favor his friends and thus allocation can be determined to a greater extent by social power and popularity than by game skill.

The game-given power of the child in the high status position to dominate others in the skill dramatic games is impressive. It should be added, however, that observations showed that the small groups of mutual friends who usually play these games often tacitly agree to manipulate the game so that each player has some opportunity to occupy the dominant status position.

Skill Games

Skill games differ from dramatic games in several ways. When the skill game begins, status positions are often allocated by appeals to chance which employ counting-out rhymes or guessing contests. This itself is evidence of the greater control that the game exercises over social power. Insistence on game-equality is further emphasized by the fact that, once the game begins, reallocation of status positions is governed by laws respecting competitive success and failure. Skill games make competence in play the determining factor in assignment of status positions.

It Games

In It games, a group or pack works in opposition to one person who provides the action focus. The It always has a special status position in such games; however, game structures vary on whether It is given a high or an inferior game status. There are Its who have control over others, as the It in Pom Pom Pullaway (R); other Its are at the mercy of the taunts and actions of the pack, as the It in Lame Fox (R). There are Its who lead allies against the opposing pack and there are those who face, alone, the interlocking and antagonistic efforts of the whole pack. In assessing the degree of game-given status of It in any particular game, such possibilities must be kept in mind. Of the possible classifications of It games, a dichotomy based on the method of *allocation* of the It position can be employed; this dichotomy, which applies to most, but not all, It games, is one of the It-by-defeat versus It-by-triumph.

If you are interested in the further development of this subject, be sure to read "The 'It' Role in Children's Games," by Brian Sutton-Smith and Paul V. Gump, in the February 1955 issue of *The Group*, official publication of the American Association of Group Workers, 129 East 52nd Street, New York 22. Seventy-five cents per copy.

It-by-Defeat. One becomes It when he losses a competitive encounter with a previous It. Examples are simple Tag and Hide and Seek. Furthermore, one leaves the It position only when he wins one or more competitive encounters with members of the pack. Most commonly the It in such games is supposed to be an undesirable position; however, certain games grant enough strategic advantages to the It so that he may be perceived as occupying a relatively high status position. One danger in those It-by-defeat games which do not grant strategic advantages to the It is that incompetent players easily become It and may have extreme difficulty in winning their way out of the position. Then events in the game are likely to make painfully acute the low status quality of the It position.[4]

It-by-Triumph. In games like King of the Mountain and Commando (R), the It wins his position by success in a com-

[4] Research on the problem of the unskilled player in the low-power It position is reported by P. Gump and B. Sutton-Smith in *The Group*, February, 1955.

petitive encounter with a previous It and he holds the position until he loses an encounter with another pack member. Although the group works against him the It position is potentially one of very high status. It is a respected accomplishment to win the position and then successfully to stand off the efforts of a total group. Our observations indicate that such games are more popular with older children (ages nine to twelve) while the It-by-defeat games are mostly played by younger children. Perhaps these latter games—which generally do not have an elevated It position—appeal to the equalitarian needs of the younger children while the It-by-triumph games appeal to the needs of the older children to play the "beleaguered hero."

Pack Team Games

Crows and Cranes (R), Prisoner's Base (B), and various team relays are examples of games which are unique in their general *lack* of marked high and low status positions; the games have an equalitarian flavor. In such games, competition among equals is the dominant social theme. Any status to be gained or lost must come from particular skill displays or from being on the winning or losing team. Game-given special functions and powers are either absent or unimportant. Since half or more of the players in pack games will be on the winning side, this much distribution of high status positions is assured in these games. Thus, relatively incompetent players frequently share a winning status—a status they sometimes gain in team sports (if they are permitted on the team) but rarely gain in individual skill games.

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Individual Skill Games

Marbles, Mumblety-Peg (B), Freezeout (R), and golf are only a few of the many games that share the principle that there is no important game-provided high status position save that of winner—a position which is achieved by playing skill rather than by social power or popularity. The only exception to this principle appears when handicaps are added to the game so that differences in general playing competence do not determine who shall have the status of winner. When handicaps are accurately assigned, the status of winner may go to the player who extends himself the most or who "gets the breaks." In these cases, as in many table games of chance, there is some guarantee of rotations of a high status role regardless of participants' social power or playing competence.

Team Sports

Games like baseball or football contain many game-function differentiations which are often accompanied by status differentiations. The pitcher has a greater share of game action and control than the left-fielder; the position is generally perceived as one of high status. Among younger players, these higher status positions are usually obtained by the most generally competent players, but not during a particular game. Performance over a period of time has usually determined a group consensus as to who is most competent and deserves the high status position. Our observations indicate that high game status positions often go to boys of high social power and popularity. This does not mean that game status is determined by social power—as it often is in the younger dramatic games—rather, it appears, that among boys who play these games, social power and popularity is partially based on ability to perform competently in sports.

Although there are often real status differences in team sports, a certain "being on the team" status is enjoyed by all. Furthermore, in some sports all players share some of the potentially status-giving positions—as all share in the batting in baseball.

Summary

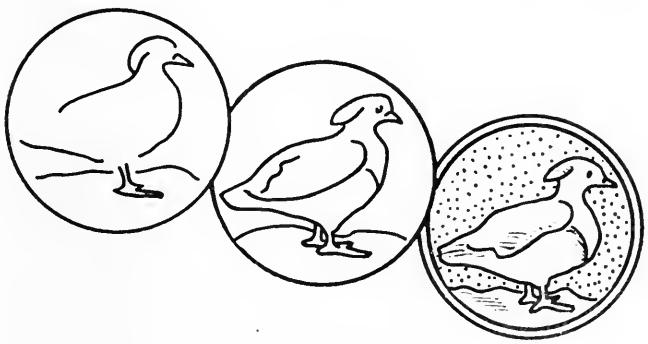
Children's games have characteristics which are quite relevant to psychological issues. One of these issues is that of experience in various roles or status positions. It is suggested that knowledge of the kinds of status positions contained in various games and of the variables which determine who will be placed in these positions can assist the adult game leader or supervisor. Allocation of status positions is usually based upon the personal characteristics of the players such as social power or playing competence. In some games, however, the basic structure includes devices which assure a variety of status experiences regardless of social power and competence. When games are selected and managed by a sensitive worker, his knowledge of these factors may better enable him to provide game opportunities which meet the particular needs of his group to "play out" various status roles.

Carving Projects

Relief Carving

Clark Heiple

Materials Needed: plaster of Paris; water; cardboard boxes (oatmeal containers are excellent); carbon paper; nail; knives or other cutting tool; watercolors, brushes, shellac.



Procedure Used

Preparing the plaster plaque. Mix the plaster of Paris by pouring the plaster into the water until it forms a good size island. With a spoon or with hands stir the plaster into the water until it is a smooth paste. When the mixture begins to stiffen, it is ready to be poured. Pour the plaster into the cardboard box to make a flat shape about one-inch thick. Insert a paper clip into the plaster—for hanging the finished plaque.

Planning and transferring the design. Plan the form to be carved on paper. Transfer the design to the plaster by means of carbon paper.

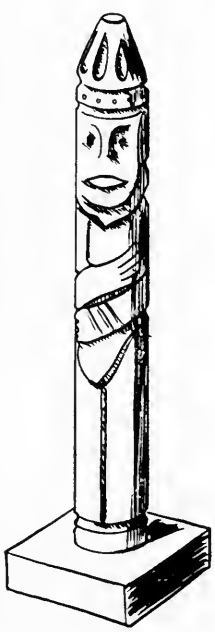
Carving. Take a nail and press the lines deeply into the plaster. Round off the edges of the design being carved. With the knife remove the background so that it is about a quarter of an inch below the level of the carved form. A raised edge of frame should be left standing around the plaque.

Finishing. Smooth carefully and add details. Paint with transparent water color or thin show-card paint. Apply a coat of clear shellac.

Exploring Crayon Carving

Clyde C. Clack

There are interesting possibilities in the large size pressed crayons as a carving medium. Simple tools may be used to produce a variety of effects. A leather modeling tool and the pointed tip of a plastic handled brush were used to carve the form illustrated. A penknife, triangular file, orange-stick and block-printing tools will be found useful, too, in carving the forms.



The crayons may be carved full length or broken into shorter pieces. In either case, plan your sculptured forms to reflect the original shape of the crayon. The nature of the crayons suggests that designs be kept simple. Also study the tools which you choose for carving the crayons. Each will present certain possibilities and limitations. Try them out and discover what they will do for you. You will find that certain effects seem to be "natural" for each tool. Explore these natural possibilities and make the most of them. The whole experience will become more interesting, intriguing, easier, and satisfying if one will.

A study of primitive sculpture will afford an excellent approach to exploring the possibilities of carving the crayons because so much of primitive sculpture was carved from the cylindrical trunks and limbs of trees, tusks, bones, and so on.

As a further suggestion, try carving the large size Crayola and the large chalk crayons. You will find these crayons a bit more fragile than the pressed type crayons but it will be fun experimenting and exploring them as media for small simplified sculpture forms.

There will be a number of students from the fifth or sixth grades through junior and senior high school who will find this type of carving interesting. [It might be used in making totem poles as a part of your American Indian projects.—Ed.]

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Practical Techniques for Leaderships of Games*

Frank H. Geri

GAME PLAY must be kept snappy and vigorous. A good supervisor kills a game before it goes "dead." Perhaps one of the worst techniques on the playground is the carrying on of a game that has lost all interest to the players. The weather, disposition of the group and the leader, the nature of the game itself, all contribute to the variances affecting the length of the game. But much can be done for a game by the attitude and enthusiasm of the instructor. One must first have confidence in the game and consider it worth teaching.

It should be selected for the ability of the group, for a child feels belittled if he thinks that the game is too young for him. On the other hand, a game that is beyond a child's ability is discouraging, and he soon tires of it. Even though it is a really good game, it may be that he will never enjoy it because of this unsatisfactory introduction.

The supervisor must know a game thoroughly before teaching it. For nearly every game there is a variation or a different set of rules. Teach rules first and insist that all players know them that way; then, if variations are in order, they can be given after the game has been established and learned.

Introducing the Game. To introduce a game, contest, or race, call the group together, name the game and arrange the players in formation. Explain it briefly, putting the players through demonstrations of various positions. Ask for questions, then start the play as quickly as possible. Don't let the explanation be too lengthy. If the game has been played before, naming it reminds them of details of rules. Putting the group in formation before teaching the game makes it more intelligible to the players. In so doing, however, always be sure that everyone can see and hear; i.e., if you have a circle formation, keep on the outside of the circle and have everyone drop hands while the explanations are given. Ask for questions to be sure that everyone understands all points.

It isn't always necessary to explain all the rules at once. If a game is complicated, leave out some of the unessential rules at first and add them as the group gets ready for them. For example, in baseball, when a group has poor motor coordination, the three strikes for a poor batter or four balls for an unskilled pitcher makes a pretty poor game. Leave that rule out and let them pitch and bat until a ball is struck and claimed fair.

Use lead-ups to different games. For example, baseball is a complicated game that requires both skill and mental alertness. The skills of wielding a baseball bat and of pitching are difficult to master. Begin with Long Ball. Only one base is used and more than one can be on base at a time. Even this can be taught in successive steps. In small children, since the large muscles develop first, the legs have better coordination than the arms. Hence, starting with a soccer ball rolled to a kicker stimulates eventual reaction to the baseball and makes for a more successful game. Next a large rubber ball may be pitched with the batter striking with full hand or fist. Lastly, the game is approximated with a bat and an extra large soft ball.

Hit-Pin-Baseball is a good preliminary game to baseball also, but more advanced than Long Ball. These games are not merely successive steps to the ultimate "baseball," but each game is run in its own right. They are especially fun to the small child because they require less coordination, and he can excel in them. As he advances in ability he will enjoy the game that requires more skill. Discourage all horseplay from the start. Demand strict attention when a new game is introduced, and then explain it quickly and briefly. It may be the supervisor's fault if a class is not showing good attention. Use a whistle to capture attention and in starting and stopping the game. It allows freedom of laughter and excited voices, yet one can guide the game so that it is clean-cut and smooth. If interest and enthusiasm are maintained, any distraction will be taken care of by the members of the group. If the disturbers can take hold, a leader is failing to do a good job. Control of disturbers is an indication of good leadership.

Insist on Fair Play. Rules must be enforced. Decisions must be fair. Standard rules should be followed explicitly. The written rules should be available so that they may be checked before the group if there is room for argument. Participants may be invited to check the rules, as it makes for more accurate playing and a better interest. This also establishes the leader as a fair person whose decisions are just. Children will give their confidence if they see that decisions are always justified.

Resting. Usually the time taken for re-forming new games and making new explanations allows ample time for resting. When enthusiasm is high, stopping too frequently or too long kills the spirit of the play. The game should be modified if it is too strenuous. If the group is getting tired, even though members want to keep playing, the game should be changed to a more quiet type so they can rest and resume the first again after they are rested. The games will stay fresh that way.

Choosing People. Sometimes it is better for the instructor to select the teams. In this way, if he posts the list, there are no hard feelings by the person who was chosen last. If desired, however, two team captains can be selected who will choose the players away from the group, coming back with

MR. GERI *is the director of recreation for Bellingham Playfields, Bellingham, Washington.*

* From *Illustrated Game Manual*, by Frank Geri, published by Ernie Rose, 215 Seneca, Seattle, Washington. 1950.

lists so that the order of selection is not known.

Ordinarily players will be lined up in a straight line and numbered off by twos, threes, fours, or whatever number will be necessary. Sometimes they may number from the far end first to change the order. They should be made to stay in the position first chosen to better mix up the groups —friends tend to stick together each time and make the teams always the same. The instructor must always be alert to be sure the teams are equal. It makes for a much better game, competitively as well as psychologically.

New leaders should be chosen for every game, and captains should be so alternated as to give some of the poorer players a chance to be leaders, too.[1] It takes courage to continue playing a game when one is obviously a poor player and never leads the group. Therefore, it is not always wise to let the best players organize and run the games. If there be a special occasion, like a birthday, the person celebrating may be It, or choose the game.

If a game doesn't sell well, the instructor should note what modifications can improve it. He must be aware of the size of the area in relation to the size of the group. If the tagged are caught too easily, he should widen the area. If the runner runs endlessly, he should shorten the spaces. An alteration may save a good game.

Voice. The instructor should speak slowly and distinctly. Those in the group should stand so that his voice need be carried in only one direction. He must be sure to talk to everyone, not only those directly in front of him. Everyone should face the leader. The children who cause the most distraction are usually the ones who can't see or hear what is going on.

Minor Faults. Small errors in play may be corrected while the game is in session. Mistakes will often be made in the beginning. These should be caught during play.

Preparations. No equipment should be given out until all directions have been given and the group is ready for action. However, all equipment should be ready. Boundary lines can be established in the morning before the playfield is officially opened, and bats and balls can be at hand. Nets should be up before the group is called together. The instructor should never gather a group, explain the game, and then rush into the shed for the equipment. That is a sure way to kill enthusiasm.

Participation. Everyone should participate in some way. Frequently there will be a guest who is for some reason incapacitated for active participation. This member may be used for judging, timing, markings, scoring, or whatever capacity can be found for him. He will be found eager for some sort of responsibility.

Discipline. If a child is apparently in need of discipline, the first place to look is at the supervisor and the program to see the reason for this behavior. One can be too severe in the management of children. It must be remembered that a sharp word inspires sharp actions. Friendliness and a soft voice and quiet manner are far more effective and will promote confidence. Every effort should be made to prevent gaining the ill will of a child, and to make him see that any necessary punishment is just. This will build up a spirit of respect and loyalty.

Occasionally there is a stubborn case which is more than the supervisor can cope with. The director should be notified of these discipline problems and should be asked to take care of them. Disciplinary measures must be just. A supervisor must always think of the possible results of any punishment. Upon sending a child from the playground, all contact with the youngster is lost and he may get into more difficulty. The supervisor's friendship and the playground may be needed by the child. The supervisor, therefore, must allow as much freedom as possible unless it infringes upon the rights and safety of other children, or damages the equipment.

Too many warnings are not a good policy. He must be sure that all commands can be accomplished, and then follow them through. He should try first to make all reprimands or instructions without the knowledge of the group. It is best never to make the child conspicuous, or an example; he will appreciate discreetness, and respect the leader for it. The supervisor must avoid any suggestion that trouble is expected, for to know that trouble is expected is an incentive to give it.

A whistle, discreetly used, is one of the best devices for checking anyone at a distance. It avoids the necessity of calling out a name, and it is best to avoid yelling across a playground, whether for disciplinary action or not. Yelling gives a bad impression.

A respected supervisor will keep his hands off children for either discipline or display of affection. He will be amiable but not too friendly and give no reason for any suspicion of "favorites," nor will he hold a "grudge." Any punishment will be brief. If a child must be excluded from a game, it should be for a short time, not for the whole game; his trouble may be that he needs to expel some energy. When the player is restored to the game, it will be with the friendly attitude that all is well.

Techniques of Game Leadership

1. Get players into formation for the game.
2. Name it.
3. Explain the object of the game.
4. Describe and demonstrate the method of play.
5. Describe the technical features.
   a. rules
   b. fouls
   c. scoring, and so on.
6. Give opportunity for questions.
7. Get going!

Evaluation

1. Was it well chosen for the group—did the players enjoy it and have a good time playing?
2. Did everyone have a chance to participate?
3. Was it safe?
4. Did it teach basic skills?
5. Did the players have a chance to make suggestions?

—Helen Dauncey, NRA Staff

[1] See article, "Games and Status Experience," page 172.

What the Playground Can Do for the Handicapped Child

John A. Turner

The above title might also be, "What the Recreation Leader Can Do for the Handicapped Child," because in this aspect of recreation work, as well as in all other aspects, the ability of the leader is the focal point upon which the success of the program hinges.

In dealing with handicapped children on the playground, we have found that an enlightened leader is essential in order to prevent the other children from doing more harm than good for the handicapped child; for it is well recognized that children, in their naivete, can be unbearably cruel. Only through the guidance and control of an alert recreation leader can the playground be prevented from being a detrimental influence for the handicapped child.

However, when the recreation leader is well trained and capable of recognizing the limitations of the various types of handicapped children, the playground can do much to contribute to their enjoyment of life. As a matter of fact, it can accomplish gains in the development of handicapped children that no other environment can give.

These gains are so widespread and so numerous that it is extremely difficult to compile a comprehensive list. However, if we approach the contribution which recreation can make to the handicapped child in terms of basic needs, a number of points can be brought out.

One of our leading psychologists, Louis P. Thorpe, lists as universal basic needs, the need for: physical well-being; personal recognition; security, love and affection.

With regard to satisfaction of the first, the playground can provide for the development of balance and coordination through apparatus play and games suitable to the degree of activity possible to the individual child. In addition, manual dexterity can be developed in many through elementary craft projects.

Fitting the activity to the individual's capacity has been emphasized. The importance of this cannot be over-rated because the child, after all, has to be able to experience some degree of success in the activity if he is to continue it.

One classic example of this contribution is found in St. Louis in the case of a young boy who had lost his right leg as a result of an early childhood accident. For some strange reason, the boy selected weight-lifting as a sport which he enjoyed more than anything else. The neighborhood playground director encouraged him to come to the playground to help teach other boys weight-lifting. Needless to say, it was an extremely difficult task to convince the handicapped boy that he had something to offer, but once he began exhibiting the tremendous strength and skill in his shoulders and arms, he not only won a great deal of admiration from the other children, but he began to feel that he was important as an individual.

With regard to the second basic need, that of personal recognition, Thorpe feels that it is extremely important for an individual to feel that he is regarded as a person of worth and importance. This need was satisfied in the case of the one-legged weight-lifter.

Another outstanding example of the satisfaction of this need is the work which has been done with retarded children on the playgrounds of St. Louis. The children have been taught to do some very simple crafts such as weaving with looper clips or other projects within the limits of their abilities. When such a child views his completed project which, because of the very nature of its construction, is as good as anyone else can do, the smile that lights his face makes the recreation leaders feel that they have accomplished something worthwhile. Further, the child not only experiences a great sense of accomplishment but feels that he is a person of worth and importance.

In selecting a project to fill this particular basic need for personal recognition, again, the guarantee of success in the activity for the handicapped child is essential. If the child attempts a project in which he has no opportunity to succeed, the failure will do a great deal of harm to a personality that already is under strain.

With regard to the third basic need, that for security, love and affection, it is on the playground that the child often has his first contact with people other than those in his immediate family. He, very naturally, receives love and affection from his immediate family, but in many cases is unable to find the type of attention that he needs in any place other than the home. The very fact that a playground leader takes the time and effort to help the handicapped child gives the child this feeling of being liked by someone, a feeling of security. When a playground director gives him affection, the child reacts appreciatively.

For instance, one of the city swimming pools was made available to a group of blind children in St. Louis at a special time when no other children were in the pool. Supervision, of course, was provided and the blind children enjoyed their swimming to such an extent that their eagerness to get into the pool was wonderful to see. [See "Swimming for Handicapped Children," RECREATION, February 1955.]

Thus, with proper supervision, with a program geared not only to the interests but also to the abilities of the handicapped individual, the playground can help the handicapped to make a satisfactory adjustment, to satisfy basic needs in a way that contributes to physical, emotional, and social growth.

JOHN A. TURNER *is superintendent of recreation in St. Louis, Missouri.*

A New Trend in Playground Training Courses

Leonard Naab

Mr. Naab advocates a concentrated pre-season training program that is fun for the leaders (and their families!) as well as instructive. Several communities —Lexington, Kentucky, for example—have used a similar plan successfully. Why not vary your usual training program this year, and try something like this?

FOR SEVERAL years we have heard comments concerning the inadequate training given to playground leaders. There has also been a great deal of confusion as to whether or not leaders should be paid during the training period. A recent poll revealed that most communities pay their leaders during the training sessions, but do so only because many of them will not attend if they are not paid. Many communities, however, lack funds to pay for training; consequently, their leaders are starting without adequate knowledge of what is required of them, what to do, and where to begin.

Most communities must rely upon college students and teachers for their leadership and, in many cases, these leaders are not skilled in the normal playground activities. Many of them are good teachers, but, unless they have the ability to teach recreation skills, the program may die. The taxpayer is constantly watching these leaders and, if they fail to produce a constructive program, the blame will ultimately fall upon the administrators of that program.

The recreation leader must have the spirit of recreation in his heart to make a playground program successful. He can be your best means of advertising and your most staunch supporter, but an inadequately trained leader can also hinder your program. Many of us are familiar with the older leaders' alibis for not attending summer training institutes, but isn't it because there is no incentive for them to attend? Much of the material used in the training course must be repeated for the new leaders, but our training programs are essentially the same year after year. We can hardly justify paying these older leaders just to "sit through" this training period, so our problem is to make them want to attend and to share in the training of the new leaders.

If you and your family were offered an opportunity for a week's vacation with all expenses paid, you would probably be eager to accept, especially if there was an opportunity for excellent recreation activities. However, you wouldn't really expect to be paid for taking this vacation, and we are sure your leaders will feel the same way.

Our recreation commission in Hutchinson, Kansas, does not pay its leaders during the training institute, which is held at camp, but does pay all of the expenses. By so doing, the commission saves at least one third the amount spent to train its playground leaders and at the same time develops a leadership spirit that could not be duplicated in the conventional training course.

The institute is open to anyone who wishes to attend, but out-of-town leaders must pay the basic cost for camp fee, food, and materials. The institute is usually held at a private or public camp which offers many natural recreation opportunities. Married leaders are invited to bring their families and are given cabin facilities for lodging. Cots and mattresses are furnished by the camp. It is at this camp that leaders eat, sleep, talk, and practice recreation activities for one week.

The leaders are required to stay in camp and attend all lectures, demonstrations, and other phases of the training program. The institute is based on learning by doing, so they are kept busy with a variety of activities. They must: complete sample projects in all arts and crafts that are to be used during the summer program; learn the rules of all activities, enter each activity that can be run on a tournament basis, and draw up and conduct one of the tournaments; teach simple playground games; and participate in activities involving music, drama, art and nature.

It is vitally important that a schedule be maintained throughout a training institute, although some changes may be made because of the weather. Promptness by the entire group is a must at meals and demonstrations. It is a good public-relation policy to invite local specialists to talk to your leaders. We usually hold these informal lectures near the lake where everyone can be relaxed and comfortable.

You are no doubt wondering what happens to the wives and children during the camp period. In many cases the family works with the group activity and the children serve as "guinea pigs" for the playground instructors. All those attending are assigned daily chores necessary to camp operation.

Outside groups sending leaders usually hold their own lectures on playground policies and procedures, although experts are brought in to assist communities with specific problems.

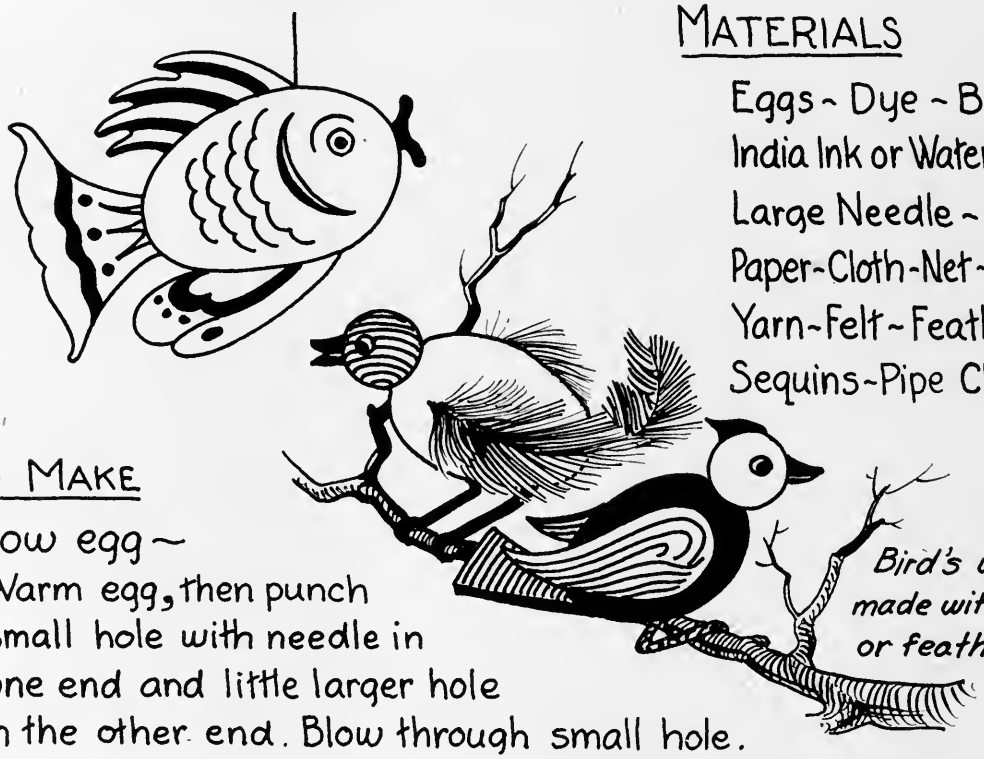
The surest way to know your leaders is to live with them for a week in camp. You can't hide or fake personality and ability in such a situation. You can immediately spot your weak links and can take necessary steps to strengthen the chain.

Your leaders leave the camp tired but refreshed, and have a feeling of assurance that they are fully trained and ready to go. This small investment pays off bigger dividends in better programs through better leaders.

LEONARD NAAB *is the superintendent of recreation in Hutchinson, Kansas.*

How To Do It! by Frank A. Staples

Egg Decorating



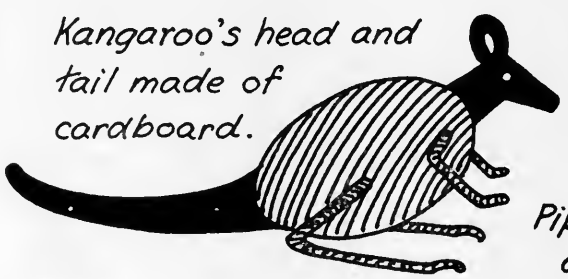
Bird's wings made with felt or feathers.

Materials

Eggs ~ Dye ~ Bowl ~
India Ink or Water Color ~
Large Needle ~ Glue ~
Paper ~ Cloth ~ Net ~ Thread ~
Yarn ~ Felt ~ Feathers ~
Sequins ~ Pipe Cleaners.

To Make

1. Blow egg ~
   Warm egg, then punch small hole with needle in one end and little larger hole in the other end. Blow through small hole.
2. Color with dye or water color.
3. Glue on fins, bills, legs, wings, etc.
4. Draw faces and details with india ink or water color.

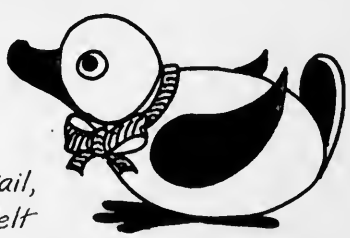


Kangaroo's head and tail made of cardboard.

Pipe cleaners used for legs of birds and kangaroo.

Ears are cardboard. Tie is cloth. Hair, face are painted.

All painted except the cloth bow hat.



Bill, wings, tail, feet are felt

Cloth bow. Head small rubber ball.

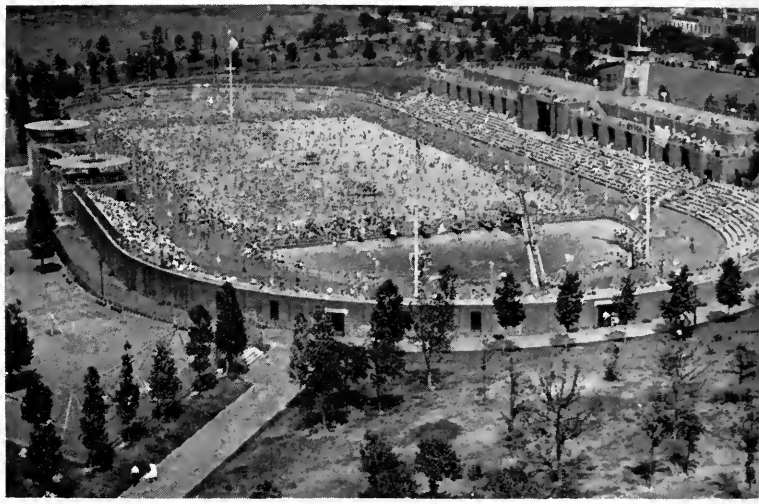
Decorated egg may be set on base made from small paper cup or glued to heavy cardboard flat base or hung by a black thread. Decorate the base appropriately.

OUTDOOR SWIMMING POOLS - Part 4

Pool Construction Factors

(*Continued from March issue*)

George D. Butler



Popularity of Astoria Park Pool, New York City, is clearly indicated. Note separate diving, swimming, and wading units and the ample space provided for spectators and sunbathers.

Pool Markings. Markings are essential for safety and to facilitate pool activities. Depth markings are commonly placed on the top of the pool coping or on the deck, where they may be seen by persons approaching the pool, and on the pool wall above the overflow gutters, where swimmers may see them. If set in colored tile or other material they are relatively permanent; otherwise they must be repainted periodically. Three-, five-, and ten-foot depths should *always* be indicated, but markings showing one-foot intervals are often desirable. Letters should be large enough to be read easily and in contrasting color to the pool coping or side wall. The words "shallow" and "deep" should also appear at the respective ends of the pool. The outlet should be plainly marked by a dark circle unless the grating is of a conspicuous coloring.

Every pool in which races are likely to be held should have swimming lanes marked on the bottom, preferably in a contrasting color, either set in tile or of the same material as the pool lining. The lines, ten inches wide, indicate the center of the lanes, which should be seven feet in width. They should start four feet from one end of the pool and terminate four feet from the other end, with a one-foot crossmark seven feet from each end of the pool.

Anchor Eyelets. Safety lines to separate the shallow and deep areas are needed at almost every pool, and racing lane markers at pools used for competitive swimming. Anchor eyelets for these lines should be installed when the pool is built, set flush with its wall so as not to obstruct the swimming area, and have a noncorrosive metal finish.

Fencing. All outdoor public pools should be completely enclosed so that only bathers have access to the pool. Galvanized woven-wire fencing is commonly used. One of its advantages is that it does not seriously obstruct the view of people passing by or of spectators at pool events. In case prevailing cool winds would interfere with bathers' comfort and thus affect attendance, a fence of solid material is desirable, at least around part of the pool area. Materials used, in addition to masonry or board fencing, include reinforced glass, canvas, or vines on woven wire, a dense hedge, or rustic wooden fence. As previously mentioned, fencing should be used to separate the pool area from a section set aside for spectators or a turf or sand sunning area for bathers. Adequate gates must be provided in the pool fence so as to permit the entry of trucks and large equipment.

Water Recirculation and Purification

As water is the most important element in the operation and use of a swimming pool, provision and maintenance in the pool of an adequate supply of *pure* water is therefore most important. The requirements of the state department of health are among the many factors which determine the specific equipment to be installed at any particular pool in order that the water may be kept in a satisfactory condition at all times. Because of the many technical problems involved in the selection and installation of this equipment, employment of an experienced pool designer is recommended highly. Opinions differ with respect to water recirculation and purification methods, but a few widely accepted principles are mentioned below. Much printed material containing detailed information on technical aspects of this subject is available and merits careful study. (Some are listed at end of this article.)

The bathing capacity of a pool is limited not only by the surface area but by the water volume and amount of clean water added, both fresh and recirculated. Many states and the Joint Committee on Bathing Places* specify that the total

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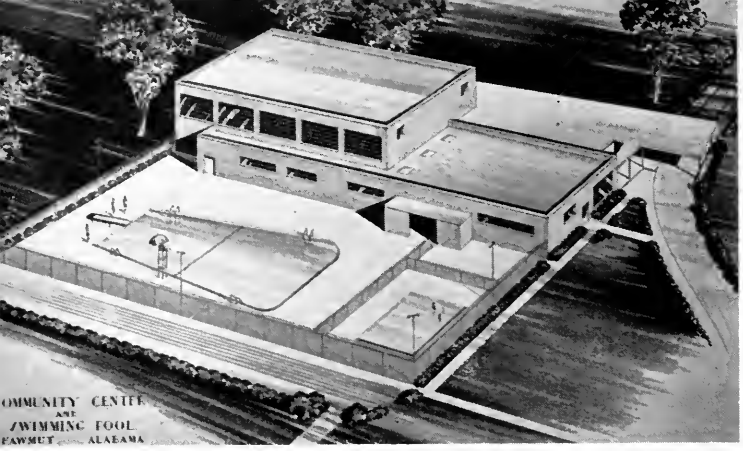
* Of the American Public Health Association and the State Sanitary Engineers.



This fan-shaped pool, 75 feet long with a separate wading pool, adjoins building serving as both bathhouse and community recreation center. Pool designed by Charles M. Graves.

number of bathers using a pool during any period shall not exceed twenty persons for each one thousand gallons of clean water added during that period. Where disinfection is not continuous, the number of persons using the pool between disinfections should not exceed seven for each one thousand gallons. These conditions are usually met in pools with a complete water turnover period of eight to twelve hours; in such cases the surface area rather than the water supply limits the bathing load. As a rule, all new pools designed for public or community use should be provided with a recirculation system.

The Recirculation System. This is the system of piping which brings the water supply to the pool, including the equipment necessary to purify or heat the water before it enters the pool; also the piping that carries the water from the pool to the sewer or back to the equipment that purifies it again before it is returned to the pool. It commonly consists of the pumps, filters, water heater, hair catcher, chlorinator, suction cleaner, and the pipe connections to the water supply, the pool inlets and outlets. With this system, water is continuously drawn from the pool, passed through filters and other purification equipment and then returned to the pool. Fresh water must be added only to replace that lost through evaporation or through overflows which drain to the sewer. In many, a "closed system" is used in which water splashed into the overflow gutters is returned to the filters. Because little fresh water must be added, a minimum of heat is needed to keep the water at the proper temperature —in fact, difficulty is sometimes experienced, especially in large shallow pools, in keeping the water cool enough.

Inlets and Outlets. The objectives to be achieved in locating the inlets through which clean water is brought into the pool are (1) to provide a uniform circulation of water and distribution of chlorine or other chemicals throughout the pool so as to avoid "dead spots" in the pool and (2) to facilitate the removal of dirt, foreign, and suspended matter in the pool by causing it to move toward the outlet. The pool outlet, on the other hand, located at the deepest point in the pool, should be designed to drain the pool promptly, carry off sediment effectively and yet avoid the creation of hazardous suction currents.

The Joint Committee on Bathing Places has made recommendations as to the location and spacing of both inlets and outlets at pools of various types and sizes. Orifices with individual gate valves have been designed specifically for pool inlets; they can be adjusted so as to vary the quantity and direction of the flow at different parts of the pool. Inlets should be submerged so that as the chlorine rises to the surface the water is sterilized. Except in small pools, inlets should be placed at intervals around the entire perimeter. In several instances where they have been placed at the shallow end only, the results have not been satisfactory. The installation of self-cleaning injection jets in some pools has eliminated the need for any vacuum system.

Outlets should be sufficiently large to drain the pool completely in four hours or less. To accomplish this satisfactorily multiple outlets are often required. The area of the outlet is usually four times that of the discharge pipe, in order to reduce suction currents. The outlet cover should be non-removable by bathers; the anti-vortex type facilitates removal of sediment from the pool floor and prevents the formation of hazardous water currents. The color of the outlets should be in contrast to that of the pool bottom.

Filters. The average water supply does not have sufficient clarity to make it suitable for swimming pool use until it has been filtered. Pool water that is recirculated before being returned to the pool must also pass through a filter which removes the suspended matter and a portion of the bacteria. Filtration, unlike chlorination, is a mechanical process. Filters and pumps should be large enough to recirculate the entire contents of the pool in eight hours or less, according to most authorities.

Two types of filters are in common use: the pressure sand filter and the diatomaceous earth filter. In the former the water passes through a filter bed of sand under pressure; in the latter, through a cake of diatomaceous earth (the skelatal remains of tiny organisms in geological deposits) supported on filter elements. As compared to sand filters, the diatomite filters are a comparatively new development as far as swimming pools are concerned, but they have been installed at a large number of pools in the last few years. Many pool designers and operators enthusiastically recommend this type.

Advantages claimed for the diatomite filters are:

1. They are compact units, requiring only a fraction of the space needed by a sand filter.
2. The initial installation cost is comparatively low.
3. Clarity of the effluent is high and is not affected by marked variation in filtration rates.
4. Quality of water is not affected by excessive head losses.

On the other hand, some claim that the sand filter is simpler to operate, whereas the diatomite filter requires the services of a skilled operator. The sand filter gives dependable service and is reported to be especially effective in treating water high in turbidity. Super-chlorination is easier, one authority claims, with a sand filter than with the other type. Studies have revealed that inadequate backwashing was evident with diatomaceous earth filters and that they seemed liable to corrosion because of galvanic action.

In summarizing a review of research on swimming pool

filters in *Public Health Reports* for August, 1954, Eugene L. Lehr and Charles C. Johnson of the U. S. Public Health Service stated: "Though diatomite filters are gaining in popularity, there are those who feel these filters still need to pass the test of time before they can be given full acceptance on a par with other proved types of swimming pool filters."

Disinfection. Pool water must be continuously treated with chemicals in order that it be kept free from bacteria and safe for use. Chlorine is generally considered to come nearest to having the qualities considered ideal for a disinfecting agent for swimming pool waters. It is also the only disinfectant which has been approved by all state health departments for use in treating bathing waters. The addition of chlorine by means of suitable apparatus is therefore the most widely used and satisfactory method of disinfecting pool water, although other materials are sometimes used, such as bromine, HTH, and others.

Chlorine makes possible not only the disinfection of the entire body of water in the pool, but also maintenance at all times of a chlorine residual that counteracts contamination introduced by persons using the pool. The dosage can be varied by the use of proper chlorinating apparatus to compensate for changes in the bathing load. Chlorine can be applied in different forms, which require different types of equipment and which may necessitate the application of additional chemicals. Experience seems to indicate that better results are obtained when chlorine is added ahead of pool filters. As previously stated, chlorine and chlorine equipment should be placed in a separate room which is reasonably gas-tight and if the room is below ground level it should have mechanical ventilation, since chlorine gas is heavier than air.

Other Equipment

Space permits only a brief discussion of several important types of pool equipment.

Diving Boards. Since diving is one of the most popular pool activities boards should be installed at all except shallow neighborhood pools. One-meter boards are most widely used, but most pools also have a three-meter board. Higher diving platforms are usually installed only at Olympic-size pools or at pools intended especially for official competition. Installation of boards which comply with A.A.U. or N.C.A.A. specifications (fourteen feet long and twenty inches wide) is desirable and assures safe, tested equipment. Laminated wooden boards have long been used, but aluminum boards are gaining in popularity because of their durability and performance. At pools where competitive swimming events are likely to be held, it is suggested that boards be installed so they may be swung up out of the way in case they are located where they would interfere with contestants or officials.

Accidents are caused at some pools because diving boards are too close to one another or to the sides of the pool. It is proposed that wherever possible one-meter boards should be at least fourteen feet from another board or a parallel pool wall, and that at least sixteen feet be allowed in the case of three-meter boards.

What NOT to do! Features of this pool to be avoided include irregular slope, narrow decks, lights strung up over the pool, too close proximity to a dusty road, and apparatus in pool.

Lighting. The installation of lights at a pool makes possible a longer period of operation and enables it to serve a larger number of people. Lights are of three types: underwater, overhead, and spot; and each type serves a different purpose.

Underwater lighting is primarily to enable people to participate in activities in the pool with safety after dark. It also affords better vision under water for the lifeguards and enables spectators to see and enjoy evening activities. Underwater lights should be adequate in number and intensity to illuminate the entire interior of the pool and eliminate dark areas which become potential danger spots, even in shallow water. Overlapping of lighted areas may be accomplished by placing the lights in staggered positions along the pool wall. Lights, even though flush with the wall, should be far enough below the water surface so swimmers do not come in forceful contact with them. "Wet niche" type of installation is preferred by many. Provision should be made for turning off the lights at the pool ends during swimming meets. Maintenance of underwater lighting equipment is facilitated by construction of a tunnel under the deck around the pool wall, which also affords access to the pool plumbing.

Overhead lighting is needed at all pools to be used after dark. It is primarily for the safety of the people on the pool decks and the adjoining areas, but it does not always assure proper illumination of the pool itself. At pools to be used for competition, the lights must be adequate so that officials can read their watches and record the results. Floodlights are usually attached to high poles erected at intervals around the pool outside the deck. Lights should not overhang the pool as bulbs might fall into it and insects attracted to the light would drop into the water.

Unlike underwater and overhead floodlights, which are designed to afford general illumination, spotlights are special equipment and are installed at comparatively few pools. They are effective, however, when used in connection with water pageants or other special pool events. If electric outlets are provided at suitable locations, spots may be installed temporarily on special occasions. Outlets are also useful for a public address system, radio, reading lights, and other equipment.

Others. Many other types of equipment and supplies are required in order to operate a pool successfully. Some, like the drinking fountain, clock, public address system, and bul-

Equipment shown in this view of Hollywoodland Girls Camp Pool, 82½ by 42 feet, includes filters, lights, diving boards and platforms, lifeguard chair and clearly seen line markers.

letin board, are for the comfort or convenience of the bathers. Lifeguard chairs or towers, ring buoys, safety poles, and first aid kit contribute to bathers' safety. Kickboards, starting platform, float lane markers, scoreboard, and water polo goals are used for pool activities. Vacuum cleaner, brushes, water testing set, thermometer, and office supplies and equipment are important maintenance items. The specific needs of a pool depend upon its size, type, and program.

Income and Operating Costs

Most communities considering the construction of a pool are interested in knowing whether or not it is likely to yield sufficient revenue to meet the cost of operating and maintaining it. Experience indicates that a pool of good design, well located, and efficiently operated can be expected to produce income enough to pay the current costs, if rates are properly adjusted to accomplish this. In many cities, however, no attempt is made to break even; children are given free use of the pools during certain periods, no charge is made for swimming classes, and the admission fees are nominal only. In such cases the city absorbs the net cost in its recreation or park budget.

The 1954 study of outdoor swimming pools conducted by the Conference for National Cooperation in Aquatics showed that for a group of ninety-one pools of different types, sizes, and locations, fifty-six were operated at a loss, four broke even, and thirty-one yielded a profit. At only two pools out of twenty-one with less than 6,000 square feet of water area did income exceed operating costs. There was very little difference, however, between the average annual cost and the average income for all pool groups above 6,000 square feet except for the oversize pools. For the group as a whole, the ratio between cost and income did not differ greatly from that revealed in a 1940 study when the average cost of operating 555 pools exceeded by about twenty per cent the average income per pool.

Admission fees for children are usually ten or fifteen cents, although a few pools may require a fee as high as twenty-five cents. Fees for adults generally vary from twenty-five to fifty cents, with an average nearer the lower figure. An intermediate fee is charged in many cities for juniors—usually boys and girls of secondary school age. At some pools season tickets for an individual or for a family are sold at a rate that greatly reduces the cost per swim if the pool is used frequently.

Important Considerations

A few final suggestions as to procedure for any community or group considering the construction of a pool are:

1. Visit several communities with pools, preferably while they are in operation, and learn about their good features and the errors in design and construction by talking with the people who operate and use them.

2. Secure and study thoroughly the best available printed material with reference to pool design, construction, operation, and use.

3. Get in touch with your local and state health departments to learn of any regulations relating to swimming pools.

4. Enlist the advice of individuals experienced as participants or teachers of aquatic activities in determining the major and secondary uses the proposed pool should serve and the type and size of pool that will best serve them.

5. Secure the services of a competent, experienced pool designer to plan your pool and review his plans in the light of the best material relating to pool standards before approving them. Preparation of a check list of items that need to be considered and equipment that needs to be provided facilitates this procedure.

6. Develop and secure approval for a plan for financing, operating and maintaining the pool before your contract to build one.

7. Make certain that proper specifications are prepared for construction and equipment and that workmanship and materials are guaranteed.

8. Provide for continuous inspection of all work as construction progresses to make sure that it meets specifications and will be satisfactory when completed.

9. Arrange for a program of public information which will assure the people you are preparing a pool where they can swim for fun, health, and safety.

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Take the Guess Work Out of Pool Planning. Fifteen articles, reprinted from *Beach and Pool,* designed to serve as background material for the planning and construction of a pool project. Illustrated. Hoffman-Harris, New York, New York. 64 pages. 1953. $5.00.

Trends in Swimming Pool Design. Basic considerations in the design, construction, and equipment of outdoor pools. Illustrated. Elgin-Refinite, Elgin, Illinois. 20 pages. 1954. Free.

* * * * * *

Valuable information on pool standards and water purification methods may be secured from the health departments in a number of states, such as Illinois, Ohio, New York and Texas.

Catalogues of pool equipment and information on pool construction are obtainable from a number of companies manufacturing pool material and equipment, a list of which appears in *Swimming Pool Data and Reference Annual.* The same publication includes a list of pool designers, several of whom have issued valuable literature relating to pool design and construction.

Articles on the design, construction, and operation of swimming pools appear from time to time in such magazines as *Beach and Pool* (New York), RECREATION (New York), *Parks and Recreation* (Aurora, Illinois) and occasionally in *Park Maintenance* (Appleton, Wisconsin), *The American City* (New York), *Architectural Record* (New York), and the *Journal of Health, Physical Education, and Recreation* (Washington, D. C.).

Prevention of Water Accidents

The drowning rate per population in the United States has been cut in half in the past forty years, despite the fact that the number of people using aquatic facilities has multiplied many times.

This remarkable accomplishment can be attributed to many factors—the primary one is doubtless the efforts made by the many organizations concerned with health, safety, and recreation.

Following the war, interest in swimming increased steadily, as it has to the present day. Many new pools are being added, not only by the YMCA and the YWCA, but also by boys' clubs, community centers, service clubs, schools and colleges, recreation departments, and other community groups.

While initially the efforts of the Red Cross, and to some extent that of other organizations, had been primarily in lifesaving, it soon became apparent that a more basic need existed: to teach more people how to swim so aquatic accidents could be prevented. As a result, many organizations increased their educational efforts in this field.

Pools operated by municipal recreation and park departments are utilized not only for learn-to-swim programs but for training of lifeguards, instructors, and others.

The need for water safety education exists in every community. Many persons who may not have an opportunity to participate in aquatics in their own community spend some time each year at beaches, pools, lakes, or streams —and are exposed to possible hazards.

Although the rate has been cut in half, drowning is still a major cause of accidental deaths. More than six thousand persons die from drowning each year — about half in swimming accidents and about half in other types, including a large percentage involving small craft.

Obviously, there is still much to be done. While formal teaching programs may not always be possible because of lack of facilities, much can be accomplished through widespread public education. Many organizations already carry on effective programs using demonstrations, posters, pamphlets, movies, and various other publicity media.

—From "Prevention of Water Accidents" by Richard L. Brown, *Public Health Reports,* June 1954.

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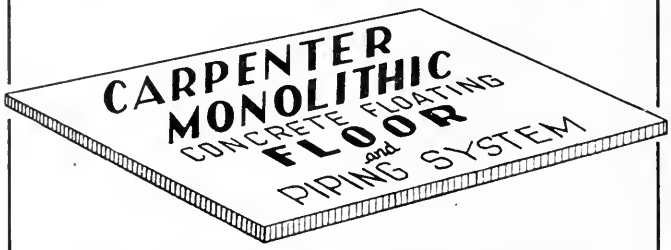

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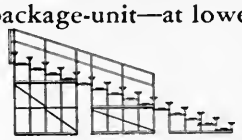

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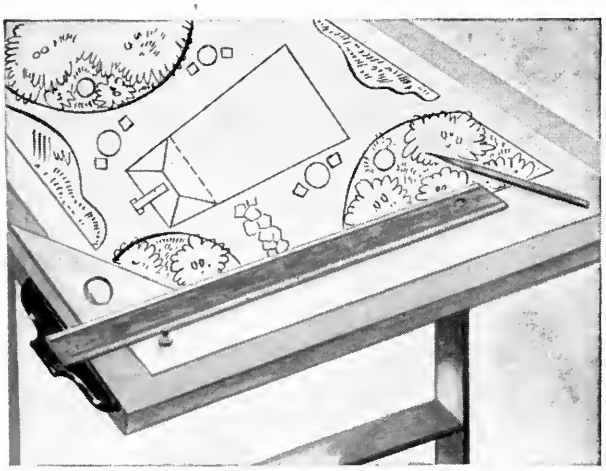

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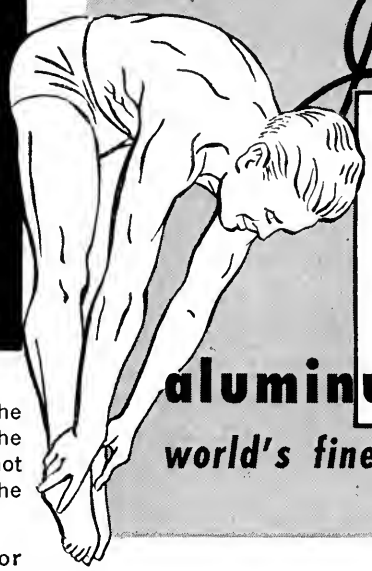

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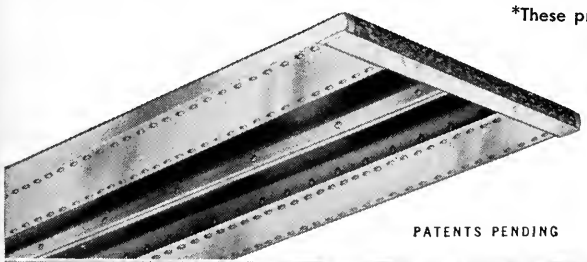

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Playground Equipment Boxes

Answers to the request in our December 1954 issue, for information on this subject.

Pottstown, Pennsylvania

In this community, the recreation commission operates several playgrounds which do not have enclosed shelters. Consequently, we have had to devise some means of safe storage for equipment and supplies.

Two types of boxes have been used. The first is made of wood, and is actually a surplus Army Signal Corps field desk with compartments removed. These boxes are sturdy and large enough to hold a considerable amount of equipment. Two hasps and padlocks are used to secure each box, and the box is anchored. The second box is about the same size as the wooden box, but is made of ⅛-inch steel-sheet, welded together. One long side is hinged (the hinges are on the *inside* of the box) and is secured with two hasps and padlocks. This type of box is much heavier, but also considerably more secure, than the wooden box.

If the boxes are not kept under a roof, it is wise to use some method of waterproofing. Roofing paper can be used to cover the wooden boxes. With the metal box, we use a sheet of plastic material inside the box, covering the supplies.—ROBERT REIS, *Director of Recreation.*

Prince Georges County, Maryland

Here are two types of playground equipment boxes *(Illustration I)* that have been used on our playgrounds which do not have any other types of storage facilities. I hope that they may be of some help to those who are having the same problem we had several years ago.—HERBERT RATHNER, *Area Supervisor, Recreation Board.*

Arlington, Massachusetts

The park and recreation department have used war-surplus metal boxes for a number of years and have found them to be extremely satisfactory . The boxes are 50 by 30 by 14 inches in size, and are priced at approximately five dollars. We recently purchased some larger, wooden war-surplus ammunition storage boxes but, although these are adequate, we have found the metal ones more satisfactory. We attach a lock to each box and leave them on the playground throughout the summer season. —SALLY A. RANDALL, *Supervisor of Girls' and Women's Activities.*

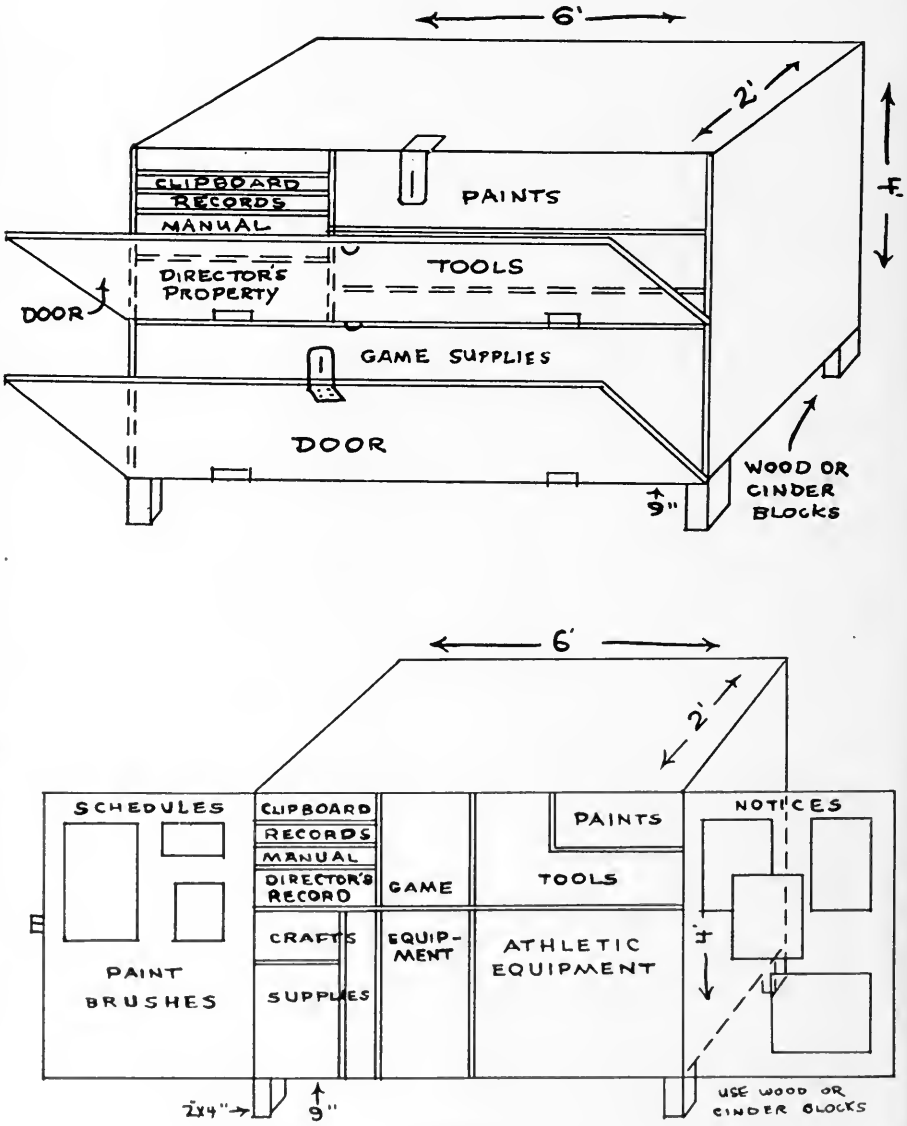

Illustration I

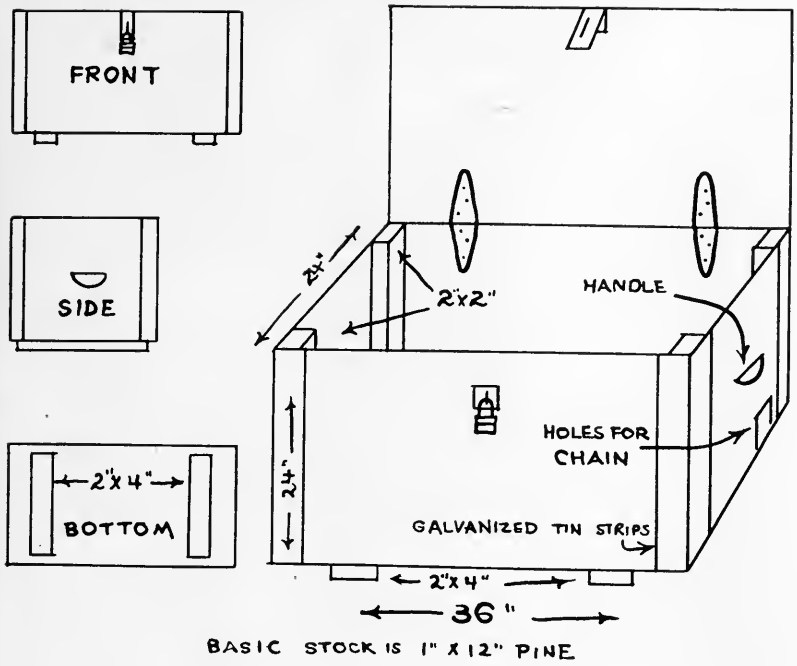

Illustration II

Emporia, Kansas

This box *(Illustration II)* will hold all normal playground equipment such as croquet, playground balls, bats, nets, paddles, checkers, limited craft supplies, and so on. We bolt all hinges from the inside and nail galvanized tin strips on all corners for added protection. Putting galvanized tin over the lid of the box makes it suitable for leaving outdoors during all kinds of weather.

We try wherever possible, when shelter houses were not available, to leave the equipment box on a neighbor's porch or in their garage. If this is impossible, this particular box could be chained to a large tree or some piece of permanent equipment—JAMES A. PETERSON, *Superintendent of Recreation.*

Great Lakes District

Here is a sketch *(Illustration III)* of a playground box used for a number of years. Instead of storing equipment in a school building we found that a box in the playground served the whole school in a much better way. We also used the boxes in isolated parks.

Over a five-year period we did not have a single instance of youngsters breaking into them. We found that we could nip this in the bud by having a checkout system. Youngsters who wanted to borrow a ball for overnight or over a week-end could do so by just asking. As this was generally known, the reason for breaking in was gone.

Eight of these boxes were scattered around at schools and parks. They were made out of tongue-and-groove siding with a good frame of 2-by-4 lumber. The hasp was bolted on and well braced, with the threads scored so nuts wouldn't come off. We painted them a pleasing color both inside and out to further insure their being watertight (at least two coats of paint). The box is heavy enough so it can't be turned over easily.

The inside may be partitioned to suit equipment to be stored. We always kept an inventory sheet on the lid which was easily read when the lid was up; and the leader could check contents quickly before closing at the end of a period or session. When the season was over, three or four of our men loaded the boxes on a truck and stored them.—JOHN COLLIER, *Great Lakes District Representative, National Recreation Association.*

Carlinville, Illinois

We use casket packing boxes on our playgrounds. If they are stood on end with hinges put on the lid, they look like an outdoor closet. Paint can give them an attractive appearance. They are about the size of a telephone booth and they cost about fifteen dollars—unless you have a cooperative funeral parlor director.—MARVIN S. WEISS, *Superintendent of Recreation and Parks.*

Cincinnati, Ohio

For the last ten years, we have used equipment boxes on five playgrounds.

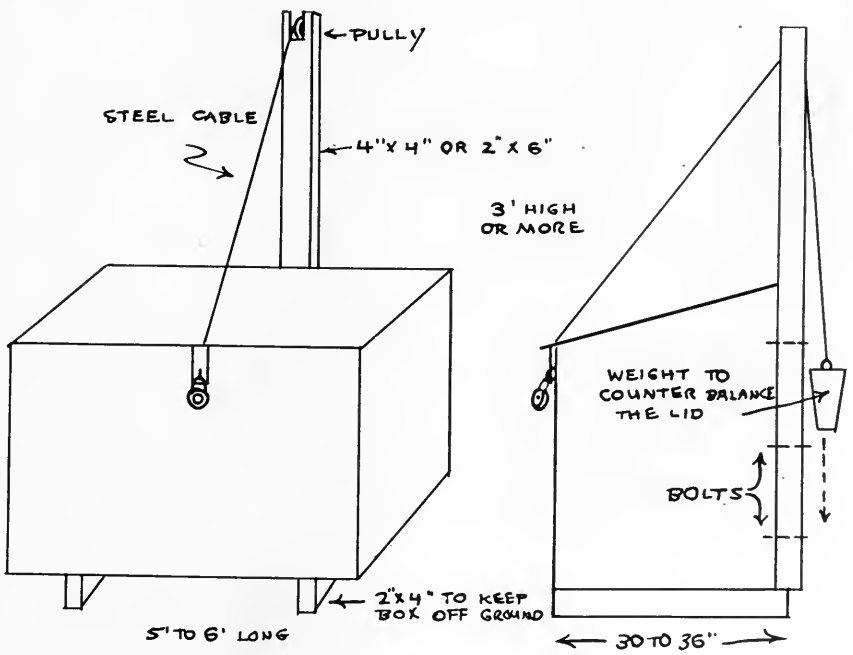

Illustration III

During these years we have done much experimenting. We now have developed a standard box which fits our needs *(Illustration IV)*.

The size has been determined by the size of the truck used in transporting the boxes. The inside measurements are 3 by 3 by 8 feet. They are placed on rollers or dolly casters and weigh about 500 pounds. The rollers make for easier movement of the box and give the necessary elevation from the ground. The reason for the weight is to prevent vandals from moving it. In addition, where possible, we chain the box to a pole or fence to prevent further vandalism. Four men are to handle the box.

We make our own boxes; materials cost approximately forty-five dollars with total cost about one hundred dollars depending upon the number of boxes made. The wood used in making the box is a tongue-and-groove siding of 1- by 6-inch yellow pine, with necessary frame of 2-by-2 lumber. Life of these boxes is ten years, with minor repairs made yearly (such as replacing hinges, locks, board, and so on). After ten years, the box needs over all repairing at approximately one-half the initial cost.

The box and lid, or sometimes just the lid, are covered with twenty-two-gauge galvanized sheet metal. The metal is painted for better appearance. The lid is in two sections for easier manipulation. Each half is held by a strap hinge, and lids are individually locked. The lid overhangs the box by 1½ inches to protect from rain. The metal covering one half of the lid overlaps the other half by 1½ inches, again to protect from rain.

Inside, the box has a board on either side on which an 18- by 12- by 36-inch movable craft box rests. On the opposite side is a partitioned area for storage of chlorine (if needed). The remaining area is used for all necessary play equipment.

In addition to the above, there are holes drilled on either side so that volleyball and paddle tennis standards may be slid into the box and then locked inside for security. The height of these holes in the box is determined by the size of the base of these standards.—HERB A. DAVIS, *Superintendent, Public Recreation Commission.*

Sioux City, Iowa

Five years ago our department of public recreation solved its problem of equipment storage on playgrounds where no permanent storage facilities were available. We built eight upright sheds with slanting metal-covered roofs, two 16- by 70-inch front doors, and four shelves in each. These were constructed by a local lumber yard at a total cost of approximately seventy dollars per shed. Each is 6 feet 4 inches high in front and

Sheds can be moved by a truck, are set between posts to prevent tipping. Each shelf is designed for certain equipment.

5 feet 9 inches high in back, 38 inches deep, and 52 inches wide. All hasps and hinges are bolted and the ends of the carriage bolts are riveted. Some of the sheds have one hasp and some two, for locking purposes. Each is mounted on a 4- by 8-inch skid-type runner and has a floor made of 1½-inch material. These sheds may be moved easily on a truck. They are taken to the grounds each summer and fastened to two wooden posts to prevent their being tipped over. The shelves are spaced: first, 38 inches from the floor; second, 12 inches above the first; third, 12 inches above the second; fourth, 15 inches above the third. Shelves are 20 inches wide, leaving 15 inches from shelf edge to door opening.

There are many advantages to these sheds over the old boxes previously used. Each shelf is designated for certain equipment so it is easy to keep it sorted; the pails, and so on, are kept on the floor, and the space between the edges of the shelves and the door is adequate for the rakes, shovels, brooms and taller equipment. The inside of the shed may be kept in good order at all times and equipment is easy to find. Bulletin boards may be posted on the end or back of the shed.

All of our sheds are now five years old, still in excellent repair, and should easily last another five to ten years. We would be glad to send complete specifications to anyone requesting them.—CHARLES A. KREMENAK, *Director of Recreation.*

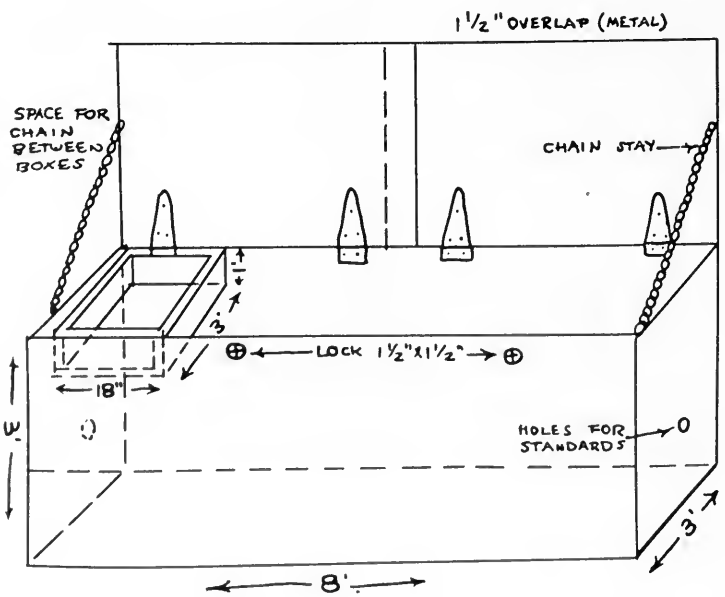

Illustration IV

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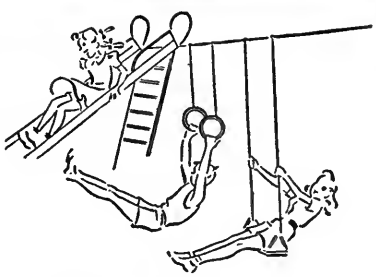

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Rural Playgrounds Within a Year

William R. Seirup

MANY RECREATION departments operate more than sixteen playgrounds, other departments have high hopes of someday expanding and developing that number.

Three years ago a small community in Hempfield Township, the largest township in Pennsylvania, organized a playground committee. This committee raised money by various means to purchase playground equipment. It also employed a supervisor for a few hours per day; however, because of the high leadership expense, the committee appealed to the school board for aid. During the following playground season, the school board provided one director for the playground. Other community groups in the township began querying the school board regarding recreation for the whole township, such as was being conducted in the neighboring cities of Jeannette and Greensburg.

The school board, in November 1953, after investigating the possibilities and discovering that local people desired recreation, employed a full-time, professionally-trained, recreation director and requested the township supervisors to appoint a recreation commission according to Pennsylvania law. This was done.

For six months the director devoted his entire time to organizing and meeting with township recreation groups; and the ground work and foundation for a program developed. One might believe that organizing these small groups would be practically impossible; however, it was discovered that it is no harder than organizing a local church group. The following procedure was used and is strongly recommended. First, a meeting on recreation in general was called for all persons residing in the township. It was announced by newspapers, radio, personal contacts, and notes taken home by school children. As each person entered the meeting he was given a card to be filled out with his name, address, phone number, and local area. The cards were collected by the recreation director and, after arranging by areas, these people became his contacts.

He made appointments to meet with these persons in each area to discuss the philosophy of recreation generally. A date was set for another meeting at which time the contact people would arrange the meeting place and see that the local residents were present. The director would speak on "Playgrounds and Recreation in Your Area."

Attendance was excellent. Upon completion of his talk, in each case, a vote was taken for or against recreation for that area. Almost all groups voted "Yes." Tentative officers were elected and began to make plans with their groups.

This procedure sounds smooth on paper but, as in anything new, we had our problems. Some of the communities didn't have any clubs or organizations; in some cases neighbors didn't even speak to each other. However, the philosophy of pitching in together to develop a playground for their children has broken the ice, and many an old feud between families no longer exists. Some of the recreation committees have already enlarged to become civic associations. In other areas a local group such as parent-teachers, garden club, or firemen's group formed the nucleus for organizing a playground; but already, owing to expanding interest and expenses to be met, the local playground has incorporated the help of all residents.

In this particular township-wide recreation program, the school board appropriated $25,000 to be used for qualified personnel only. The recreation commission recommended the playground personnel to the school board.

Each local playground group was required to raise funds, purchase or lease land for the playground, purchase facilities and equipment. The recreation commission assisted them whenever requested. Bulletins on the following subjects were prepared and sent to all local groups: Suggested Constitution for Local Recreation Councils; Ways and Means of Raising Money; Recommended Minimum Facilities and Equipment—Estimated Prices and Discounts; Playground Area and Space Requirements; Facts to Consider When Planning a Playground; Home-made, Inexpensive Equipment and Facilities; Insurance; First Aid Kit; Progress Reports.

It is interesting to note that we in Pennsylvania receive state aid. In this particular program the reimbursement factor is seventy-seven per cent. This means that the residents of the township pay, via school tax, approximately $5,500 for the recreation program. The total summer playground attendance for the season was 67,103. Another interesting method of figuring is that if each child or grown-up who attended our playgrounds was charged eight cents per each session attended, of approximately two-and-one-half to three hours in length, the entire year-round recreation program costs would be met.

With these facts—along with the program and that part of the program which cannot be shown on paper, such as cooperation among communities, the child's happiness, attitude change, personality, and so on—one cannot help but recognize recreation offers tremendous values at low cost.

WILLIAM R. SEIRUP *is the director of recreation and extension education for Hempfield Township, Pennsylvania.*

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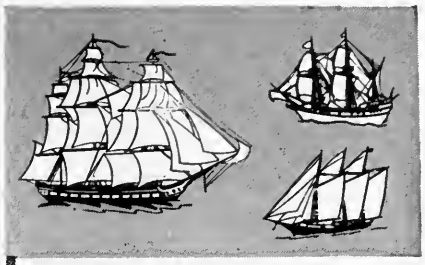

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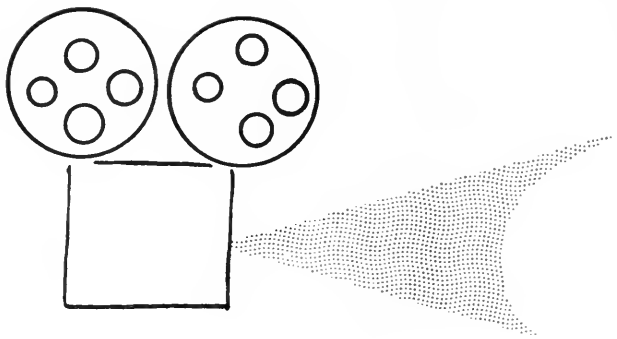


Tools for EFFECTIVE LEARNING

Theodore R. Deppe

How can we best transmit new ideas, new inspiration, and new techniques to our recreation workers? How can we develop the maximum potentialities of each of our workers? How can our in-service training programs be made more real, effective, and significant? Those of us charged with these responsibilities face a tremendous challenge. It is not an easy task. It cannot be done in a slip-shod manner.

All of us must be on the lookout for new ideas or techniques that will vitalize our in-service training programs. The proper use of audio-visual materials can do much in reaching this objective. Audio-visual materials have limitless possibilities; their use is restricted only by our lack of knowledge and skill in using them.

Much can be learned from those who have pioneered in the use of audio-visual materials in the fields of advertising, education, and business. The effective use of these by the Armed Forces and by industry during World War II did much to stimulate their use. Recreation administrators have only begun to explore the potential of these teaching aids. Perhaps, because of the lack of understanding of the proper use of these materials, many of us have been guilty of misusing them or not using them at all.

It must be recognized that audio-visual materials offer no cure-all for important in-service training programs. They are, however, tools which, when properly used, will contribute toward a more effective program. Some of the audio-visual aids available to us:

Still Pictures

The simplest of all audio-visual materials are still pictures. All departments, regardless of size, have access to magazines, newspaper clippings, catalogues, photographs, and so on; therefore a splendid collection of pictorial materials can be accumulated at very little expense. It is wise to keep these pictures in manila folders until a use can be found for them.

Theodore R. Deppe *is assistant professor of recreation at Indiana University, Bloomington, Indiana.*

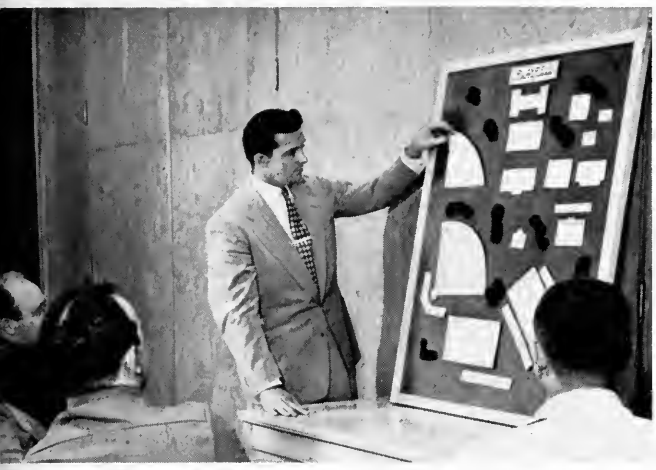
The mounting and filing of still pictures are highly desirable and provide for more effective use. Cardboard or posterboard, cut in eight-and one-half- by eleven-inch pieces, makes an excellent backing for mounting. Cardboard in this size will fit into most standard files. The use of rubber cement or dry mount tissue (the latter can be obtained at most photographic shops) provides the best methods of mounting the pictures to the backing. In using dry mount tissue, a dry mount press or simply a flat iron can be used. This method, used for years by photographers for mounting photographic materials, assures the most permanent and professional job.

There are many ways that mounted pictures can be used in your training program. They can be displayed on a bulletin board or a peg board to give employees new ideas. The peg board, which is taking the visual-aids field by storm, is basically a sheet of composition or masonite board with holes punched all over it. Pegs (golf tees will work) are fitted into these holes, which in turn are used to support your mounted still pictures, pamphlets, and other objects desired for a display. The next time you go downtown shopping, notice the effectiveness of peg boards in displaying products and sales literature.

Sandpaper, felt, or flock paper can be glued on the back of the mounted picture so that it is possible to use the picture with the flannel or felt board in a demonstration talk before your employees.

In using still pictures before larger groups, problems are presented. If you hold the picture up in front of the group, as is often done, it is too small to be seen by those in the group. Passing the picture around creates confusion and loss of interest. This problem can be solved by placing the mounted picture in an opaque projector which projects it onto a screen. Another advantage of having the picture mounted is that the picture will not buckle, and the focus will be much sharper. With the picture projected onto the screen, all members of the group can focus their attention on the picture at once.

Many excellent pictures that cannot be removed from



Dr. Deppe employs flannel board during a demonstration to show students in training the proper layout of a playground.

books or magazines can be effectively used in a group by the use of the opaque projector. A book or magazine can be placed in the projector.

Protection of mounted pictures can be insured by the use of artist fixative, clear plastic spray, wallpaper lacquer, and so on. This covering will permit the cleaning of the surface and will protect it from moisture. Products of this type may be obtained from your local art, stationery, or paint store.

Posters

By merely adding hand or mechanical lettering to the mounted pictures, effective posters can be made. Posters, properly displayed, are attention-getters and are informational in nature. Their value in public relations is already recognized and used to a great extent by most departments.

You, no doubt, are familiar with various methods of producing posters. They vary from the simple poster made by adding lettering to still pictures to a more detailed photographic poster. Most recreation administrators can increase the quality and effectiveness of their posters by becoming familiar with the variety of lettering devices available on the market. There are approximately one hundred lettering methods used in the country today. They can be classified into several different types, such as: (1) stencils, (2) cut-out paper, (3) plastic, cardboard, and cork letters, (4) gummed back letters, (5) mechanical traced lettering, and (6) pasteup letters.*

Slides and Filmstrips

Slides and filmstrips, to a lesser extent, are used by many of the recreation leaders as training aids. Both provide excellent group participation opportunities if properly used. There are two types of slides available: the 2- by 2-inch photographic slide and the 3¼- by 4-inch lantern slide. Each can be easily and inexpensively made. Filmstrips are more costly and difficult to produce, but there are many sources available where filmstrips can be rented or purchased for a very reasonable amount. Projectors are available that will project both types of slides as well as filmstrips. If your department is not fortunate enough to have such a projector, you might get in touch with the public schools in your community. If you have maintained proper public relations with your school system (and you should), you no doubt will be able to borrow a projector.

Motion Pictures

Films should be taught, not merely shown. If properly utilized, motion pictures are one of our best motivation devices and are effective in furnishing information and forming desirable attitudes. Motion pictures, more than any other audio-visual material, have been misused. How often have you witnessed a film being shown with no particular purpose, no introduction of the film, faulty projection, and little, if any, follow up afterward.

In using films, the following suggestions should be followed for best results:

1. First, you should consider whether a film is the most effective medium available to accomplish the purpose desired.
2. Always preview the film before showing it to your employees.
3. Properly introduce the film; prepare the group for it. Discuss the purpose of the film and what to look for in it.
4. Seek to get the best possible projection of the film. Use properly trained operators. A smooth performance makes for the best possible use.
5. Provide for a definite follow up. The film might provoke an active discussion among employees. In some instances, a demonstration would be appropriate.

The film, like most audio-visual materials, is not self-teaching; a great deal of its effectiveness will be lost if the above suggestions are not followed.

Motion pictures are expensive to produce; however, many departments have produced films which are used for training purposes. By and large, most departments should consider the professional films available for use in their in-service training programs. Many state universities have audio-visual departments with extensive film libraries. The best and most complete film reference book is the *Educational Film Guide* published by the H. W. Wilson Company, 950 University Avenue, New York 52. The *Educator's Guide to Free Films,* published by the Educators Progress Service, Randolph, Wisconsin, is one of the best sources of free films. Both references are usually available in most of the public libraries.

There are many other facets in this broad field. Audio-visual materials provide a most fascinating and challenging attraction to those administrators concerned with training recreation leaders in service. The techniques mentioned and many more are available to us. Use them in training your leaders, but the important thing is: *use them properly.*

* * *

Visual Aids for the Public Service by Rachel Marshall Goetz (reviewed in RECREATION, March 1954, page 191) is a helpful manual covering when, why, and how to use visual aids effectively. Public Administration Service, 1313 East 60th Street, Chicago 37. Price $3.25.

* The writer would be glad to give names and addresses of various companies handling lettering materials and equipment upon request.

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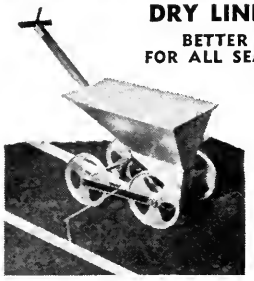

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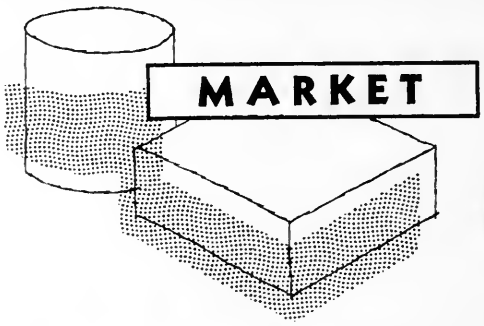

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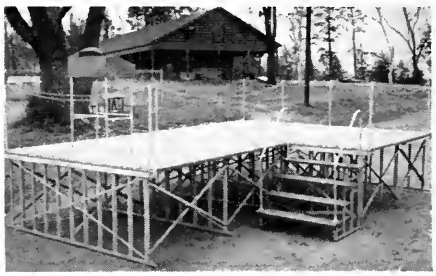

Form-A-Stage, a portable prefabricated stage of all-steel construction, quickly and easily erected with only one tool (a wrench), is the new "answer-to-a-prayer" of those called upon (sometimes at a minute's notice) to put up such a unit for a band concert, show, or parade reviewing stand. All parts of the Form-A-Stage are cut to exact size and fall into place smoothly and speedily. Available in 5- by 10-foot or 10- by 10-foot sections, 42 inches high. They may be put together to form any size area, and any shape. J. E. Burke Company, New Brunswick, New Jersey.

Dual Purpose Hydrant Sprinkler, which may be used on fire hydrants, has several uses: as a playground or street shower or sprinkler in hot weather; as a spray for flooding skating areas in winter; to sprinkle down dust; or to wash black top and concrete paving. With this easily assembled sprinkler and adapter, the water stream may be directed to the front or to the rear of the hydrant. Thomas Brothers, 127 New Main Street, Yonkers, New York.

Jiffon is the name of a new quick drying plastic enamel. This product eliminates the long drying time necessary with ordinary enamels. Any thing painted with it will be surface dry in ten minutes and ready for use in thirty minutes. It can be brushed, dipped or sprayed; and is recommended for wood, metal, leather and glass. Quik-Dri Products, Inc., 846 Farmington Avenue, West Hartford 7, Connecticut.

"Have a Hobby," a new short 16 mm color film, features a world in miniature that the entire family can help to create. The film demonstrates how assembling plastic models of everything from early American housewares and antique autos to jet aircraft can establish a sense of joint accomplishment in the family. "Have a Hobby" also offers hints on caring for finished models and ideas for creating dramatic displays for the collection. The film is available from Monsanto Chemical Company's Plastics Division, Springfield, Mass.

A Heavy Duty Bulletin Board for all-around use has a genuine self-sealing cork face over sturdy fibre board base, and a handsome natural oak frame with metal wall hangers. It is available in two sizes: 18 by 28 inches and 24 by 36 inches. General Scientific Equipment Co., 2700 W. Huntingdon Street, Philadelphia 32, Pennsylvania.

Feather-Ride Marine Floats are constructed of modern fibreglass which is imperious to salt or fresh water. They come in sections with inter-connecting hinges to facilitate assembling them end to end, side to side, in any combination widths or lengths. The uniform floating foundation construction makes it possible to make up floating piers for any use—to support boat houses, floating walkways, swimming and diving floats, and so forth—and they are neat in appearance and easy to alter or to repair. Pointer-Willamette Company, Inc., P.O. Box 368, Edmonds, Washington.

• A new compact, colorful thirty-two-page booklet showing almost two hundred athletic items—including several new ones—has been published by the W. J. Voit Rubber Corporation. See your local Voit dealer or write to the corporation, 2945 East 12th Street, Los Angeles 23, California.

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ALL IN FUN, George Frederick McKay. C. C. Birchard & Company, 285 Columbus Avenue, Boston 16. Pp. 37. $.75.

AMERICAN GIVER, THE, John Price Jones. Inter-River Press, 150 Nassau Street, New York 38. Pp. 119. $2.50.

BASEBALL SCHOOLS AND CLINICS. American Baseball Congress, P.O. Box 44, Battle Creek, Michigan. Pp. 32. $.60.

CAMP COUNSELING—Second Edition, A. Viola Mitchell and Ida B. Crawford. W. B. Saunders Company, West Washington Square, Philadelphia 5. Pp. 406. $4.75.*

CARE FOR CHILDREN IN TROUBLE. Public Affairs Committee, 22 East 38th Street, New York 16. Pp. 28. $.25.

CHARACTER EDUCATION GOALS FOR BOYS AND YOUTH, Clarence G. Moser. R. E. Somme, 30 Yale Street, Maplewood, New Jersey. Unpaged. $.50.

CRAFTS FOR FUN, Evadna Kraus Perry. William Morrow and Company, 425 Fourth Avenue, New York 16. Pp. 278. $4.00.

DOCTOR ANSWERS SOME PRACTICAL QUESTIONS ON MENSTRUATION, THE, Margaret Bell. American Association of Health, Physical Education & Recreation, 1201 Sixteenth Street, NW, Washington 6, D. C. Pp. 14. $.35.

EDUCATORS GUIDE TO FREE TAPES, SCRIPTS AND TRANSCRIPTIONS—First Edition. Educators Progress Service, Box 497, Randolph, Wisconsin. Pp. 144. $4.75.

EVERYONE GROWS OLD. The Canadian Welfare Council, 245 Cooper Street, Ottawa 4, Canada. Pp. 10. $.25.

EXECUTIVE'S HANDBOOK OF THE AMERICAN BASEBALL CONGRESS, THE. The American Baseball Congress, Youth Building, 115 West Street, Battle Creek, Michigan. Pp. 47. $.75.

FILMS FOR PUBLIC LIBRARIES. American Library Association, 50 E. Huron Street, Chicago 11. Pp. 60. $1.50.

GOLDEN BOOKS: ANIMALS OF THE PAST STAMPS; COWBOY STAMPS; GOLDEN STAMP BOOK OF MARCO POLO; GOLDEN STAMP BOOK OF NAPOLEON; GOLDEN PLAY BOOK OF PIRATE STAMPS; GOLDEN PLAY BOOK OF TRANSPORTATION STAMPS. Each, Pp. 48, $.50. Simon & Schuster, Inc., Rockefeller Center, 630 Fifth Avenue, New York 20.*

HISTORY OF ART, Jean Anne Vincent. Barnes & Noble, Inc., 105 Fifth Avenue, New York 3. Pp. 295. $1.50.

HOW TO GET LAND FROM UNCLE SAM, Harry Kursh. W. W. Norton & Company, Inc., 105 Fifth Avenue, New York 3. Pp. 219. $2.95.

HOW TO ORGANIZE A BASEBALL LEAGUE. Babe Ruth League, 524½ Hamilton Avenue, Trenton 9, New Jersey. Pp. 16. $.30.

HOW TO USE HAND TOOLS. Popular Mechanics Press, 200 East Ontario Street, Chicago 11. Pp. 160. $2.50.

HOW TO WORK WITH RAFFIA, Bibbi Jessen. The Bruce Publishing Company, 400 North Broadway, Milwaukee 1, Wisconsin. Pp. 57. $1.00.

INDIVIDUAL AND TEAM SPORTS FOR WOMEN, Donna Mae Miller and Katherine L. Ley, Prentice-Hall, Inc., 70 Fifth Avenue, New York 11. Pp. 502. $7.35.*

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IN PONDS AND STREAMS, Margaret Waring Buck. Abingdon Press, 810 Broadway, Nashville 2, Tennessee. Pp. 72. $3.00 cloth; $1.75 paper.*

JUNIOR NATURAL HISTORY. The American Museum of Natural History, Central Park West at 79th Street, New York 24. Pp. 21. $.15.

JUNIOR PLAYS FOR ALL OCCASIONS, Mildred Hark and Noel McQueen. Plays, Inc., 8 Arlington Street, Boston 16. Pp. 576. $4.00.

KURUN ROUND THE WORLD, Jacques-Yves le Toumelin. E. P. Dutton & Company, Inc., 300 Fourth Avenue, New York 10. Pp. 300. $5.00.*

TEACHERS' MANUAL FOR GROWING YOUR WAY, Grace T. Hallock and Ross L. Allen. Ginn and Company, Statler Building, Boston 17. Pp. 175. $1.04.*

WINDJAMMER MODELLING, Olive Monk. John de Graff, Inc., 64 West 23rd Street, New York 10. Pp. 128. $6.00.

WORKSHOP BOOK, THE, Martha Lincoln and Katharine Torrey. Houghton Mifflin Company, 2 Park Street, Boston 7. Pp. 214. $5.00.*

Magazine Articles

BEACH AND POOL, *January 1955*

The New Rescue Tube, *George G. Morrison.*

Diatomite Filtration and Community Center Pools, *Eugene H. Howland.*

Choosing a Good Heating System for Your Pool, *W. O. Baker.*

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Design of a Modern Aquacenter, *Hugh M. McClure.*

The Water Level Deck Pool.

Water Safety in Your Aquatic Program, *Charles W. Abbott.*

THE GROUP, *February 1955*

The "It" Role in Children's Games, *Paul V. Gump and Brian Sutton-Smith.*

A Study of Peer Relationships, *Juanita M. Luck.*

JOURNAL OF HEALTH, PHYSICAL EDUCATION AND RECREATION, *January 1955*

Spotlight on the Dance, *Ellen Moore.*

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Make Your Own Indoor Golf Area, *Anthony E. Orlando.*

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PAL Playstreets for City Recreation, *Robert C. de Lellis.*

PARK MAINTENANCE, *February 1955*

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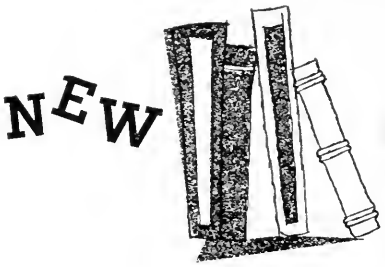

PUBLICATIONS

Covering the Leisure-time Field

Emotional Problems and What You Can Do About Them

William B. Terhune. William Morrow & Company, Inc., 425 Fourth Avenue, New York 16. Pp. 190. $3.00.

The sub-title of this book, "First Aid to Wiser Living," might also be "First Aid to Wiser Leadership," for it discusses leadership qualities, practical techniques for the handling of specific problems and situations, ways of helping others—children, adolescents, and adults—through understanding of psychological development or of emergencies. Basic to good leadership, of course, is an understanding of people, and of ourselves.

With deep insight, and knowledge of areas of emotional disturbances, Dr. Terhune, who is associate clinical professor of psychiatry at the Yale School of Medicine and has been a pioneer in the field of personal and public mental hygiene, has drawn upon his wide experience to give an even emphasis to problems at all age levels.

ABC's of Camp Music

Janet E. Tobitt, Girl Scout Equipment Company, 155 East 44th Street, New York 17. Pp. 46. $.75.

This forty-six-page booklet, while distributed through the Girl Scouts, is not written specifically for that one group. Its suggestions are excellent for any type of camp situation—and will also be very helpful for day-camp and playground leaders. It will help any leader who knows the importance of music activities but is not a trained musician. The illustrations by Elizabeth Ross are amusing and informal.

Miss Tobitt has given us a simple, practical and creative approach, illustrating her suggestions with specific examples. She has emphasized, also, the point that music cannot and should not be an isolated activity, but that it lends itself admirably to broaden and enrich other activities such as dancing, drama, nature, and handcraft—and she shows how to make this correlation.

Progression, too, is emphasized — the importance of providing more and better opportunities for interesting music projects as the group and the leader increase in skill and interest.

This booklet will be useful in leadership training, and its remarkably low price makes it possible for every leader to have a copy. Highly recommended.

We have only two minor criticisms. The artwork on the cover does not conform to the best elements of design, and the bibliography could be improved.

A Playgroup Handbook for Parents and Leaders

Lovisa C. Wagoner. Olympic College Parent Education Program, Bremerton, Washington. Pp. 137. $1.50.

This manual defines a playgroup, not as a kindergarten, or a child care center or a nursery school, but as "a carefully planned but informal arrangement for pre-school children to meet regularly, to enjoy each other, to learn from each other as they use the material and equipment provided. The cooperative playgroup is organized and administered by the parents of the children attending."

The book grew out of practical experience. For those departments and those leaders who are planning playgroups for pre-school children, and who are working to develop a cooperative plan with parents, it will be most helpful in many ways.

Songs Children Like: Folk Songs from Many Lands

Association for Childhood Education International, 1200 Fifteenth Street, NW, Washington 5, D. C. Pp. 48. $1.00.

A charming and unusual collection of songs—surely children will like them. One wonders if anybody associated with children would want to be without such a wealth of material, most of it unfamiliar to American musicians, but singable and appealing. Friendly footnotes suggest wider use of the songs—to be accompanied by clapping hands or skipping to the chorus. In some instances directions for accompanying play are given. A song written by an eight year old boy and a Halloween bit composed by a third grade are followed by the challenge, "Why not make up a song of your own?"

Songs from twenty nations include a delightful lullaby from Japan, a Spanish hymn, an Indonesian play song with quacking like a duck, and songs from Hawaii, China, and Latin America.

How to Help Folks Have Fun

Helen and Larry Eisenberg. Association Press, 291 Broadway, New York 7. Pp. 64. $1.00.*

A gaily covered, pocket-size booklet on social recreation. Designed primarily as an "idea starter," it should be helpful to volunteer and amateur leaders who are faced with planning social programs for their groups. Also, it should be particularly helpful to church and rural leaders, parents, and to those who have not been trained in recreation or had a good deal of experience in planning social affairs, but who have to do it once in a while. For professional recreation leaders, it will serve as a "refresher," but will be found rather elementary.

Guide Lines for Group Leaders

Janet P. and Clyde E. Murray. Whiteside Press, Inc., 425 Fourth Avenue, New York 16. Pp. 224. $3.95.*

Mr. and Mrs. Murray are writing out of a rich background of experience. Their book is easy to read and the authors have very effectively woven philosophy and down to earth psychology throughout. It should be especially helpful to volunteer leaders, professional students, and to those in beginner positions which include face to face leadership with groups.

The book helps to dispel some of the mystery, fears, and discouragements of group leaders and offers common-sense advice. The situations used as illustrations are very real, as the experiences of leaders are analyzed and discussed. Good and bad features of leadership, types of individuals and their problems are shown.

Human needs as seen by the authors are discussed warmly and include: the need to be loved; acceptance; recognition; belonging; feeling of adequacy: security; new experience; and creative expression.

Nine principles of good group work practices are clarified and discussed extensively. It is pointed out quite emphatically that these are guides and not rules, that they are criteria against which a leader can test his practice. It is believed that with experience these principles will become a part of the leader's thinking. —*W. C. Sutherland*, Director, Personnel Department, NRA.

* See footnote on page 198.

Recreation Leadership Courses

Sponsored by the National Recreation Association

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Local Recreation Agencies

April, May and June, 1955

HELEN M. DAUNCEY Social Recreation and Playground Leadership	Los Angeles County, California April 11-21	B. P. Gruendyke, Superintendent of Parks and Recreation, 834 W. Olympic Boulevard
	Fontana, California April 25-28	Bart R. McDermott, Director of Recreation
	Redding, California May 9-12	Merritt A. Nelson, Superintendent of Recreation-Parks, City Hall
	Hayward, California May 16-19	Harold L. Teel, Superintendent, Park, Recreation and Parkway District
	Missouri Recreation Workshop May 28-June 3	Robert L. Black, Missouri Division of Resources and Development, Jefferson City
	Berks County, Pennsylvania June 8-10	Lloyd H. Miller, Director, Recreation Board of Berks County, Reading
	Lancaster, Pennsylvania June 13 and 14	Albert E. Reese, Jr., Director of Recreation, 135 N. Lime Street
	Youngstown, Ohio June 16 and 17	O. S. Ellis, Director-Treasurer, The Youngstown Playground Association, 2218 Ohio Avenue
RUTH G. EHLERS Playground Leadership	Greensburg, Pennsylvania * June 13-16	Othmar B. Wuenschel, Recreation Director, Greensburg Recreation Board
ANNE LIVINGSTON Social Recreation and Playground Leadership	Galesburg, Illinois April 18-21	Mrs. Lucille McClymonds, Galesburg Girl Scout Council, Room 403, Peoples' Building
	Rockford, Illinois April 26-28	Hal Moyer, Executive Director, Ken-Rock Community Center, 2905 Bildahl Street
	Fayette County, Kentucky May 2-5	John F. Gettler, County Playground and Recreation Board, 400 Lafayette Drive, Lexington
	Wichita, Kansas May 16-19	Pat Haggerty, Superintendent of Recreation, Board of Park Commissioners
	4-H Club Round-Up Stillwater, Oklahoma May 31-June 3	George E. Hull, Assistant State 4-H Club Leader, Extension Service County Agent Work
	New Ulm, Minnesota June 6 and 7	Joe Harmon, Director of Recreation
	Owatonna, Minnesota June 8-11	Edward Brandeen, Director of Recreation
	Fergus Falls, Minnesota June 13 and 14	L. E. Wermager, Superintendent of Public Schools
	Pittsfield, Massachusetts June 20-23	Miss Marilyn J. Thompson, Supervisor of Recreation, 52 School Street
MILDRED SCANLON Playground Leadership	Decatur, Illinois June 9 and 10	Russell J. Foval, Superintendent of Recreation, 243 S. Water Street
	Toledo, Ohio June 13-16	Arthur G. Morse, Supervisor, Division of Recreation, 214-18 Safety Building
FRANK A. STAPLES Arts and Crafts	Topeka, Kansas March 28-April 7	R. Foster Blaisdell, Superintendent of Recreation
	Midland, Michigan May 23-26	David Russel, Director, Midland Community Center, 127 Townsend Street
	Winona Lake, Indiana June 9	Floyd M. Todd, Free Methodist Church of North America
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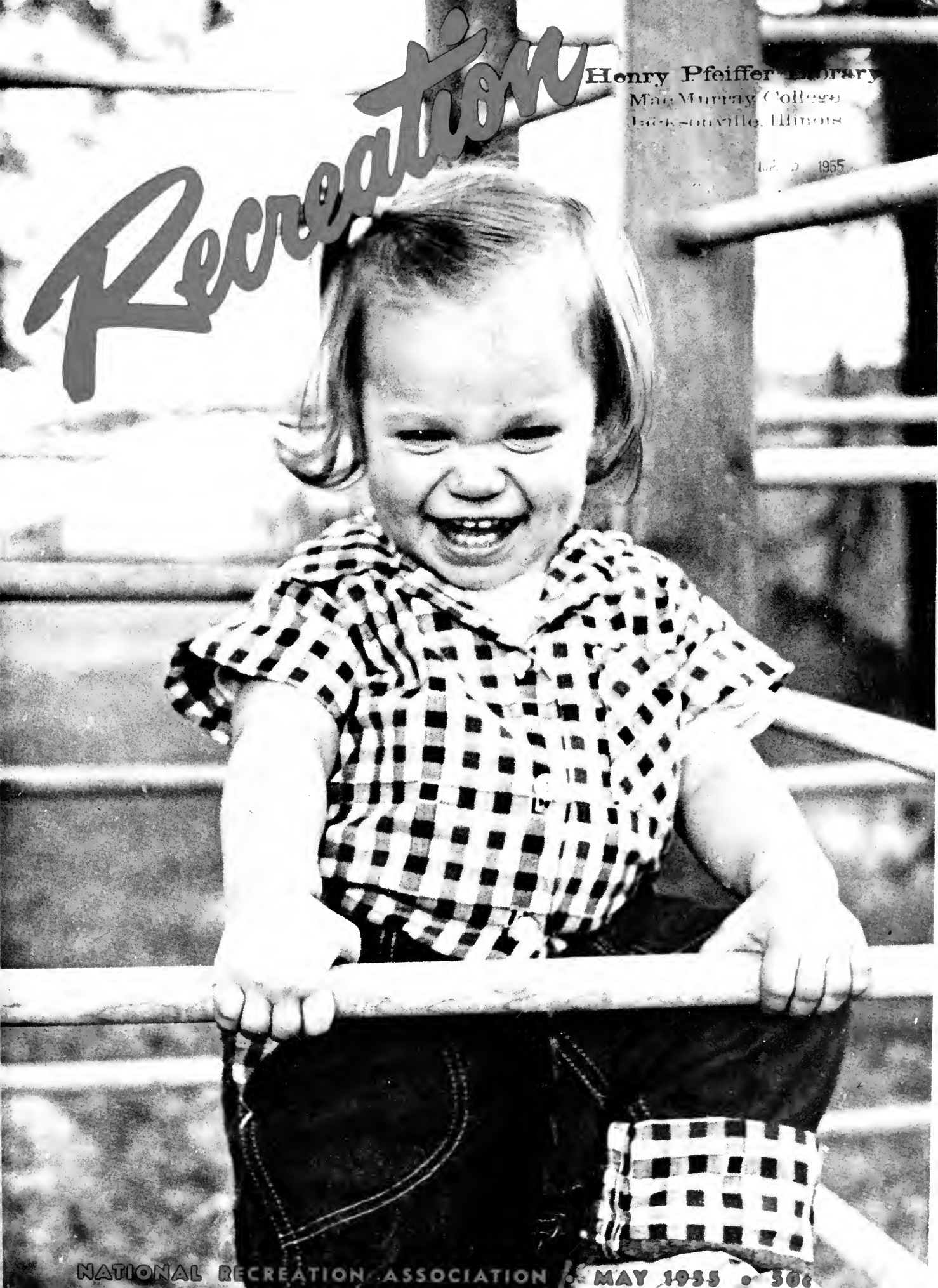

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	Lancaster, Pennsylvania June 13 and 14	Albert E. Reese, Jr., Director of Recreation, 135 N. Lime Street
	Youngstown, Ohio June 16 and 17	O. S. Ellis, Director-Treasurer, The Youngstown Playground Association, 2218 Ohio Avenue
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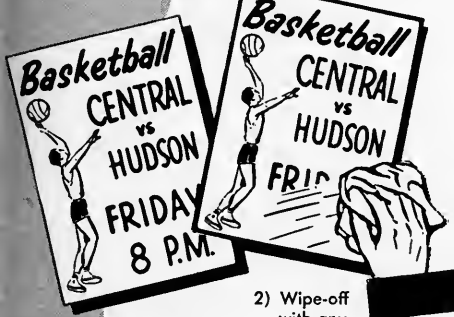

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The National Recreation Association is a nationwide, nonprofit, nonpolitical and nonsectarian civic organization, established in 1906 and supported by voluntary contributions, and dedicated to the service of all recreation executives, leaders and agencies, public and private, to the end that every child in America shall have a place to play in safety and that every person in America, young and old, shall have an opportunity for the best and most satisfying use of his expanding leisure time.

For further information regarding the association's services and membership, please write to the Executive Director, National Recreation Association, 8 West Eighth Street, New York 11, New York.

MAY 1955

Recreation*

THE MAGAZINE OF THE RECREATION MOVEMENT

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Vol. XLVIII Price 50 Cents No. 5

On the Cover

Unless we miss our guess, this bright young miss enjoys her backyard play! And, rightly, it's "all in the family" because she is a granddaughter of the NRA. Her granddaddy is George Nesbitt, head of the Association's Correspondence and Consultation Bureau. We are grateful to her father, William H. Nesbitt, a camera enthusiast, who took and developed this picture.

Next Month

Emphasis on camping, with suggestions for evening camp programs, campfires, and, also, playground activities. An interesting how-to article, "Outdoor Recreation and An Adventure," on a canoe trip. Executives will not want to miss "Naming the Recreation Area."

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SPRING CLEANING

or Family Play and Community Life

John W. Faust

NO! NOT AGAIN! Why just last Friday you vacuumed and polished! Now you start all over!" Have you ever heard *that* before?

Relax though, the spring cleaning we discuss here is of a different order or, as the lawyers say, the cleaning of the spring.

In the fall, years ago, we used to take over our uncle's camp in the Adirondacks for two weeks. Miles from a railroad and from neighbors, we could fill our souls to overflowing with quiet, sights, sounds, fragrances—in preparation for the long winter months in the city.

Our first ritual upon arriving, after starting a blaze in the huge fireplace, was the cleaning of the spring. All twigs, leaves, and bark were cleaned away until one could see the clear golden sand and bubbling water at the bottom. In the morning there it was, a gold-lined bowl framed with russet, maroon, and green moss, contributing its overflow of sparkling water through its own small channel into the Raquette River.

Families are like that. For *families are the wellsprings of community and national life.*

Communities are but aggregations of neighborhoods. Neighborhoods, in turn, are but aggregations of families. These family wellsprings feed and make the larger currents of neighborhoods and community life. They must be kept clean, as clear-flowing and sparkling as that camp spring. It is here that one finds "the grass roots" often referred to. Here are the foundations and the true strength of America.

If these wellsprings are roiled by tensions, discontent, and unhappiness, if they are muddied by racial and religious bigotry, choked by dull, dreary leisure—with no "living for the fun of it"—how can they make any but that kind of a contribution to the stream of neighborhood and community living?

Dr. Paul Poponoe, one of the greatest and wisest authorities on family relations, says, "Use of leisure time is another key to successful family life. Many a broken home might have been prevented had husband and wife enjoyed a reasonable amount of wholesome, inexpensive, constructive, and mutually-shared recreation that broke the monotony of daily work, gave them things to think about and talk about together, and satisfied the imperative human needs of companionship, recognition, and self-expression. . . Parents should give more forethought to helping their young people develop inner resources and learn something about the almost lost art of recreation, for which city life has substituted paid entertainment. Adequate and satisfying recreation is essential at any age, but vital after marriage."

One of America's foremost religious leaders, Dr. Harry Emerson Fosdick, in a pamphlet he wrote for the National Recreation Association, said: "Did you ever stop to think that nothing beautiful ever came into life until folks began to play?

"The spirit of play, which is the crown of work and of home life, is also the crown of religion.

"There is great satisfaction in life for those who take it always in a sporting spirit, for those who are living for the fun of it."

I see in all this a direct and inescapable challenge, particularly to leaders and programs in the public recreation field. Here recreation is an end in itself. At the same time, there is full recognition and realization of the valid attendant by-products of such programs in the areas of education, health, conduct, social integration, and so on.

This is one of the most important criteria in evaluating a community recreation program. Are we just another agency pulling the family apart? There are many agencies which do. Or do we, by our programs, strengthen family ties and solidarity both within and outside the home? Do we add fun, sparkle, and savor to family living?

Only recently, a young couple with four small children asked me to their home one evening to talk over a family concern. It was: "How can we set up competition to those agencies whose programs pull our family apart? How can we make our family life more alluring and satisfying?"

This is just one example of an intense longing on the part of parents for answers to these questions. This was illustrated overwhelmingly during my twenty-one years of experience on the board of the National Congress of Parents and Teachers. As recreation chairman, I conducted hundreds of "fathers' night" discussion groups and gave hundreds of talks on family life, followed by question periods. Nineteen out of twenty times, when I was asked to lead discussion, it was on some variation of such topics as "The Spirit of Play in the Home" or "Family Life—What Makes it Tick." These people, too, wanted to know how to make family life more alluring.

An amusing confirmation of the longing of parents for help was a telephone invitation to talk to college women's clubs in five cities. Since practically all members were mothers, I suggested a talk on "Recreation and Family Life."

JOHN W. FAUST *is a Middle Atlantic District representative of the National Recreation Association.*

There was a polite gasp on the phone, "But we have been studying that as our club program for two years with a *professor* from the university!" When I explained that study and action are not synonymous, my topic was eagerly accepted.

Over 350 women attended. I talked briefly, and then came the questions—for forty-five minutes—some hypothetical, but an avalanche of personal ones. This experience pointed up the short circuit between study courses, books and so on, and the building of a play tradition in family living. It was evident that only in few instances had the "study program" resulted in action at home.

Parents are confused as to where to begin and how—in backyards, playgrounds, indoor play rooms, workshops, or with books, equipment, supplies. The crux of doing something about family play, however, is the will to do and "living for the fun of it" in all family chores and relationships.

Books, facilities, and equipment have their places and uses, but the resources for beginning are in the hands of all families — for example, the games, songs, and stories parents enjoyed as children, and those the children learn at school. These, plus picnics, backyard or afield, or dining together for one meal a day are all a family needs to begin, if they have the will to do so. The public recreation department, library, museums, and other resources can be used as family interest grows.

Too few departments are concerned with the challenge and rare opportunity for service to the foundations of community life—families. One department answered the challenge in this manner. Helped by the Parent-Teacher Association Council, it secured the use of five schools for a different night each week. The superintendent of recreation employed seven part-time leaders with different skills—music, drama, arts, shop, social recreation, dance, pre-school. The *families* in each neighborhood were invited to come to their own school for the designated date. During the first part of the evening they divided by age and interests, under the supervision of the seven leaders. But the climax—the big pay-off—was the last forty-five minutes when all the dads and mothers and children came together in the gym for community singing, social games, a grand march and square dancing. You never heard such laughter and merriment, especially among the children at seeing the elephantine antics of their elders. Did something happen to those families in those homes; to those neighborhoods? It *did!* No statistics, true, but it could be seen and felt.

In another city, family needs are met in a variety of ways. Two years after the recreation program was started, the judge of the domestic (not juvenile) relations court came up to me and said, "My business has fallen off fifty per cent. For the first time in their lives some mother and fathers have had a chance to get away from the four walls of the house, bellyaches and doctor's bills. They have been able to sing in a chorus, play in a symphony, bowl, dance, do crafts, and so on. They have returned home looking more interesting to their children and more alluring to each other."

We figured that the fifty per cent cut was just over twice what the city spent for the recreation program. This city also held parents' clinics on activities for rainy days and Sunday afternoons, for convalescents and shut-ins, for children's and family fun.

Another city prepared and publicized bulletins on family party and picnic programs, with directions for games and other activities, and on how to build a backyard fireplace for cook-outs and picnics. They also made up party and picnic loan kits for family use, with a suggested list of activities.

Many cities have had backyard playground contests with suggestions and help to families. Others have had garden contests and exhibits of hobbies.

Two women—both state P.T.A. recreation chairmen, have made history in their states. One made a drive for backyard fireplaces as focal points for outdoor family fun. In her third year her twelve districts reported over 14,000 family picnics. She also urged setting up a mother-daughter "studio corner" in the home—to match the father-son workbench—where items for home decoration and beautification and gifts could be created.

The other woman, who had been a play leader before her marriage, took her own and a neighboring family to the state's educational radio studio one night a week and put on a family play night. She became famous as "The Games Lady" in homes throughout the state. TV has opened up unlimited possibilities in this area.

Editorial

In evolving a family life where situations are deftly handled with a relaxed and smiling touch, where there is laughter and gaiety, and where molehills remain molehills, no vehicle surpasses the social period of the evening meal. In the largess of its parental and family rewards, it stands just after Christmas and Thanksgiving.

Just stop a minute—flash your mind back to your own youth. What stands out and makes you smile? I'll wager that one thing is the warmth and fun around the table at suppertime. There is no occasion in family living so rich in possibilities for weaving back and forth those tiny invisible silver threads which bind the family together as a unit — whether actually together or far apart. Here, where love and laughter, humor and understanding reign, are laid those deep unseen foundations buttressing the emotional stability and the benign social integration of our children. And don't say this is Victorian and can't be done in the fast tempo of modern civilization. It is being done in thousands of homes throughout the land.

The programs of far too many excellent national, state, and local public and private agencies serving all ages are pulling the family apart. One national agency, recognizing this, has begun, I am told, an experimental family program. But who is equipped with better tools and techniques for the recreational use of leisure time per se, who is in a more advantageous position to swing into action on it, than qualified leaders in the public recreation field?

Let's lay hold on it, and actually *do* more about it!

There are two lines in an old gospel hymn of my youth which put it neatly:

"Lay hold on life and let it be,
Thy joy and crown eternally."

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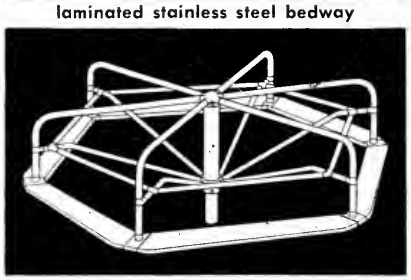

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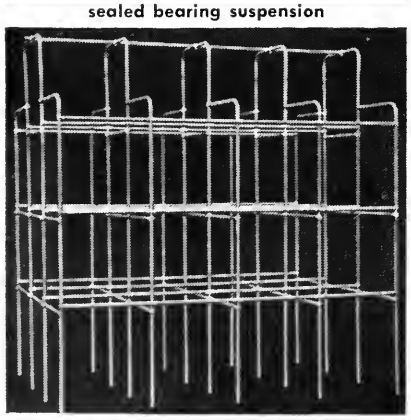

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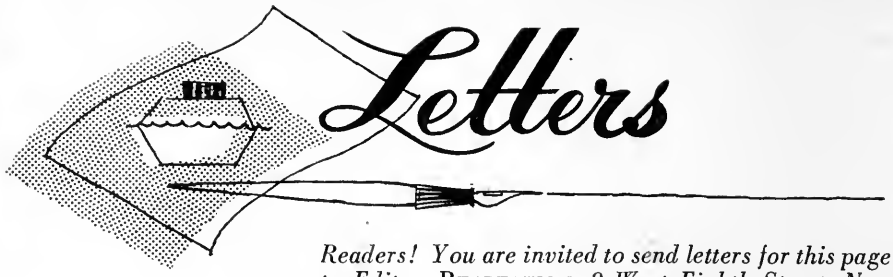

Readers! You are invited to send letters for this page to Editor, RECREATION, *8 West Eighth Street, New York 11—so that your ideas, opinions and attitudes may be exchanged with others on the wide range of subjects of concern to us all. Here is your chance to agree or disagree with the authors of our articles.*
—The Editors.

Brief Comments

"In your March issue you printed my letter on our 'Master Social Calendar.' I know you would like to know that I have received letters from all over the country in regard to it."

VINCENT D. BELLEW, *Superintendent of Recreation, Tuckahoe, New York.*

* * *

" 'Letters' in RECREATION is a section which has taken on increasing importance through the years until, today, one finds it an indispensable part of one's scrutiny of your significant magazine."

THOMAS S. YUKIE, *Director of Recreation, Levittown, New York.*

Swimming Pools Series

Sirs:

I have certainly enjoyed reading your article on outdoor swimming pools in the January and February issues and I have found that the various recreation directors with whom I have talked have taken special note of these articles and are quoting from them to their commissions. The articles have certainly created a great deal of interest.

CHARLES M. GRAVES, *Park and Recreation Engineer, Atlanta, Georgia.*

Playground Equipment Boxes

Sirs:

We built a sturdy wooden box for storing playground equipment outdoors, but within a few years the boys were tearing it apart; therefore, I would advise a metal one. Packing-material bins are advertised by the Standard Equipment Company, 3175 Fulton Street, Brooklyn 8, New York—and if the material of which they are made is heavy enough, these might be used.

N. W. EDMUND, *Chairman, Barrington Recreation Commission, Barrington, New Jersey.*

Park and Recreation Conference

Sirs:

The third training institute of the Mid-Continent Regional Park and Recreation Conference, held in conjunction with the University of Minnesota Continuation Center, was very successfully received. There was an attendance of more than one hundred delegates from Canada, North Dakota, South Dakota, Nebraska, Iowa, Wisconsin, and Minnesota. This three-day meeting covered all facets of the park and recreation field and included some inspiring talks by outstanding speakers.

The facilities and appointments at the Continuation Center again proved ideal for such a training institute, and the comments of the delegates indicated their interest in such kinds of meetings.

FELIX K. DHAININ, *Landscape Architect-Administrative, Minneapolis, Minnesota.*

Recreation and Adult Education

Sirs:

Malcolm Knowles does the field a service in his article in your February issue. He begins the ball rolling on this problem of definition and differentiation of specialities in the education and recreation fields. I am a bit disappointed, however, in his optimism concerning the future merger of adult education

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and recreation. I am not so sure that adult education has to be "recreationally" palatable, nor that recreation must include educational objectives.

Recreation, in its essence, functions to restore autonomy to the individual whether this autonomy be psychological, physiological, or social in nature. To accomplish this feat, it takes many avenues. At times it may be heavily structured. Contrarily, the individual trout fisherman may be reconstituting his personality very much alone on some frosty morning as he drops bait into a swirling pool. Likewise, the spontaneous aspect of recreation, its enthusiasms and aesthetic appreciations are not tied to educational concerns.

Adult education, on the other hand, must address itself to a citizenry which is very mobile, complex, ambivalent, and often uninformed. Increased responsibilities sit astraddle the shoulders of him who would be responsible and confidently competent in today's hurly-burly society. The changing demands of tomorrow often make futile our understandings and techniques of yesterday. This, it seems to me, is the charge to adult education. Without such deep concerns adult education is but a fluffy preoccupation with conveniently satisfying and enjoyable, individualistic activities.

I like Mr. Knowles' reference to the "highest enjoyment of all, the enjoyment of self-improvement." The difficulty, however, appears to lie in the fact that such enjoyment is usually retrospective in nature. One does not always love the practice involved in achieving musicianship, nor the midnight oil burned over the years in ceremonious dedication to the hallowedness of advanced degrees! Recreation, on the other hand, is a here-and-now satisfaction; tangible, alive, real, and immediately enjoyed.

For these reasons, I believe that we need to differentiate rather than merge recreation and adult education, in addition to seeing the blessings of each.

CHANNING M. BRIGGS, *Acting Director of the Division of Group Work and Recreation, George Williams College, Chicago, Illinois.*

* * *

Sirs:

I was delighted to read the editorial, "Recreation and Adult Education" by Malcolm S. Knowles. It has been my belief for some time that these two fields were inseparable. In fact, for over a year now the recreation department has sponsored an adult class in parent-child relations, and we hope in the future to offer more classes in various subjects for adults. Recreation, it seems to me, is definitely an area of education even for the children and other youngsters who participate in the program. With this view in mind, it would not seem to me that we could take the education out of recreation for adults. I would like to hear views from other recreation personnel.

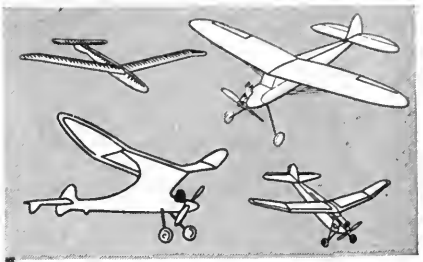
FRANKLIN C. HILL, *Superintendent of Recreation, Bainbridge, Georgia.*

A Treasury of Living

Sirs:

Here is an interesting item for you. The book which was published after Mr. Braucher's death, *A Treasury of Living*, was on television yesterday. A Charleston station, WCHS—TV, is presenting a series of programs each Sunday afternoon called "The Church's Big Story." The subject yesterday was the church in the field of recreation. I loaned the book to the minister in charge of the program and he quoted from it and held the book up before the camera so that it could be easily seen. His quote was from page 113, the last six lines of "Play and Worship."

ROBERT E. KRESGE, *Superintendent of Recreation, Charleston, West Virginia.*



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Things You Should Know . .

▶ THE SEPTEMBER 1955 ISSUE OF RECREATION MAGAZINE will be the National Recreation Congress Issue carrying a Congress section which will include: an article on what to see and do in the city of Denver—and on the way there; last minute news about the big meeting; a listing of commercial exhibitors; and so on.

In addition, this issue will again emphasize to some extent the working relationships of municipal recreation departments and the local schools in providing community-wide recreation services. If any of our readers have something to contribute on this subject, be sure to have it in our hands by May fifteenth.

▶ A RECORD CITY BUDGET for New York City of $1,783,086,557 has been submitted by Mayor Wagner to the Board of Estimate. Public hearings on the proposed budget, which covers the fiscal year starting July 1, are now being held. It must be approved by May 21. This budget allocates the department of parks $26,150,319, an increase of $1,650,422 over 1954-55; part of the additional funds will be used for twenty-six new neighborhood playgrounds.

▶ REAL HOPE FOR THE SOLUTION OF THE COUNTRY'S JUVENILE DELINQUENCY PROBLEM lies in a scientific attack on all phases of child conflict and maladjustment, according to one of the conclusions reached in a recent conference on exploring psychiatric research in juvenile delinquency, sponsored by the Welfare and Health Council of New York City, 44 E. 23rd Street, New York City. Participating were twenty-five psychiatric and other professional leaders. The conferees recommended that study of child conflict and maladjustment should be coordinated with action, not only in clinics and welfare agencies, but also in the home, the school and the community. It has been announced that a full report will be published within the next few months.

▶ THAT FOOTBALL FATALITIES WERE HIGHER IN 1954 is shown in a recent study conducted by a committee of the American Football Coaches Association. Fatalities showed the highest total since 1949 and were almost seven per cent higher than the average in the twenty-three years that records have been kept. The committee calls for physical examinations, and greater emphasis on tackling and blocking practice among other recommendations in an article, "Football Fatalities Higher in 1954," in the April 1955 issue of *Safety Education*.

▶ GOOD SUGGESTIONS FOR SAFETY ON PLAYGROUNDS are also covered in the April 1955 issue of *Safety Education*, in their Safety Lesson Unit. Reprints of this section are available, one to nine copies, for six cents each, lower prices for larger quantities. Address: School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois.

▶ OVER 175 WEEKS OF HOSPITALITY TO FOREIGN VISITORS have generously been offered to date by the recreation departments of over sixty communities, in cooperation with the Cooperative Community Recreation Project for Exchange of Persons proposal by the NRA's International Recreation Service and the United States Department of State. *Every department interested in sharing in this program is urged to indicate its interest as soon as possible.*

▶ EIGHTY TEEN-AGERS FROM THE RECREATION DEPARTMENT PROGRAM of Jefferson County, Kentucky, will leave by plane June 19 for a unique six-day goodwill mission to Cuba. Each member has been required to earn, by his own efforts, forty dollars to help defray the cost of the trip. The group will carry special greetings to Cuban youth leaders and officials from the International Recreation Service of the National Recreation Association.

▶ CRAFT LEADERS TAKE NOTE! A revised edition of *How to Make It*, a bibliography of free and inexpensive pamphlets on arts and crafts, is now available for fifty cents postpaid from Curriculum Laboratory, Temple University, Philadelphia 22, Pennsylvania.

▶ CAN YOU HELP? The Puyallup, Washington, Recreation Commission has a problem. They are being asked to pay the same high, liability insurance premium for their department roller-skating program—which involves no more than twenty hours per month—as is charged to a commercial roller-skating rink. They want suggestions, and answers to the following questions: Have any studies been made nationally concerning recreational roller-skating programs and liability insurance for the same? Could some effort be made to make such a study? What reports are available as to the hazard and risks involved in such a program as compared to a commercial rink? Are there any reports as to the hazards or risks involved in the former as compared to a recreational baseball program for both children and adults?

▶ AVAILABLE TO AFFILIATED MEMBERS of the National Recreation Association, the new 1955 group accident insurance plan established for the Association by the American Casualty Company of Reading, Pennsylvania, is now ready. The plan covers baseball and softball teams in the eight-to-twelve-year-old group, thirteen-to-eighteen, and over eighteen. Write the NRA for further information.

▶ A SPECIAL FIFTEEN-PAGE SUPPLEMENT in the January 1955 *Sporting Goods Dealer* carried the title "Little Fellas—Build Big Business." The lead article, "To Secure for Every Child a Place to Play in Safety," urged sporting goods dealers to take this NRA objective for their own. The whole supplement carried interesting facts and information, and suggests to us that cooperation between such dealers and local recreation departments should be a two-way street.

▶ THE FOLLOWING FORMULA FOR SUCCESS was at one time expressed by the late Professor Albert Einstein:

If A is success in life, the rule might be expressed:

A equals X plus Y plus Z

X being work, and Y being play, and Z keeping your mouth shut.

Our Apologies

In the letter from Jackson M. Anderson, Consultant in Recreation and Outdoor Education, AAHPER, on our Letters page in April, paragraph three should read: "As early as 1917, the *National Education Association* set forth as one of the seven basic objectives of education 'the worthy use of leisure time.'"

We are happy to announce—

An International Recreation Congress

October 1-5, 1956

ONCE AGAIN the recreation, play, and leisure-time forces of the world will be brought together in an International Recreation Congress at Philadelphia, Pennsylvania, U.S.A., October 1, 1956.

The First International Recreation Congress was held in Los Angeles in 1932, just prior to the Olympic Games of that year. Herbert Hoover, while President of the United States, was honorary president of the congress. A distinguished international advisory committee sponsored it and helped in its planning.

A Second International Recreation Congress was then scheduled for Berlin in 1936 and was turned over to the German committee for organizing in accordance with the principle adopted of giving responsibility to the host country each time. Subsequent developments in the international situation, however, caused the National Recreation Association of the United States of America to withdraw from participating in the congress in Germany in 1936 and in Italy in 1938.

Immediately following World War II various groups began to urge that an international recreation congress again be held. Frequently it has been suggested that the congress be related to the Olympics, the United Nations, and other movements and institutions.

In the meantime, the concept of recreation has become more widely understood throughout the world. An increasing number of inquiries have come from foreign countries. Visitors to our office have expressed deep interest in the recreation movement as they have observed it here. The wide-spread concern of the American people generally, in the international situation, and the ready acceptance of the value of technical assistance of all kinds to underdeveloped countries, were some of the factors which have made the reviving of an international recreation congress desirable.

Leaders in the field of recreation in America have also become convinced that the field of recreation has a real contribution to make to international understanding and that a privately organized and privately sponsored effort to bring together leaders from other lands to discuss enriched living through recreation could have values far beyond those accruing to the recreation profession alone.

There is a wide range of programs in other lands for individual community development — which here in America come under the general term "recreation." For purposes of the International Recreation Congress we use this term to cover many of the programs that in other lands are carried on under various headings including parks, playgrounds, community centers, clubs, recreation and group work, informal education, popular education, youth service, and adult education. In terms of activities we are thinking of music, drama, games, sports, crafts, camping, nature, and hobbies of various kinds carried on for personal satisfaction and development.

The National Recreation Association has, therefore, accepted the responsibility for calling and organizing an International Recreation Congress in 1956 and the International Recreation Service of the Association, along with its expanded program of service to other lands, will provide the executive leadership for the congress which is to be organized separate from any other movement or institution, but which will welcome cooperation and assistance from all who are interested in this broad field of human service.

Philadelphia seems particularly appropriate for this meeting, both for historical and modern reasons. Here the Declaration of Independence took place. Here man's right to the pursuit of happiness was proclaimed. Today Philadelphia, after years of struggle for a comprehensive public recreation service, envisions and has taken steps to bring about a notable program of recreation services for all its people. So here, in the cradle of American freedom, leaders from other lands will join together to exchange information and experience on how leisure can be used for life enrichment through recreation.

The congress will also have significance for the American recreation movement because 1956 is the fiftieth anniversary of the founding of the National Recreation Association.

We shall welcome suggestions from all on how this congress can best serve the recreation needs of people everywhere.—T. E. RIVERS, *Executive Secretary, International Recreation Service.*

EXCHANGE OF RECREATION LEADERS

A group of top level leaders from all parts of the world responsible for parks, recreation, youth service, and related programs for the people will be brought to America under the Exchange of Persons Program in June, 1956 for a four-month study and observation of the recreation movement under the proposed plan.

They will be sponsored by the International Recreation Service of the National Recreation Association and will be guests of local recreation departments. At the close of their study they will attend the International Recreation Congress at Philadelphia.

Any other foreign visitors who are in America on one of the various exchange of persons programs—public or private—who may have an interest in this important aspect of American life will be welcome to attend the International Recreation Congress at Philadelphia. For further information write to: International Recreation Congress, 8 West Eighth Street, New York 11, New York.

RECREATION for Families

In its most meaningful, creative and growing sense, it has much to offer families today.

William M. Smith, Jr.

THIS TOPIC probably evokes in the reader a strange mixture of memories and emotions. Some will think of popping corn and eating apples in a Grandma Moses' Christmas card setting. Some will think of Sunday afternoon rides, engineered by father, endured by mother, enjoyed by the children, and resented by the teen-ager. Some will be reminded of "every Thursday night at the 'Y'," when the craft materials are left out "for family fun"—and nobody comes. Others will recall birthday parties, anniversaries, family reunions, or—what do you do with a mixed age group?

As are all areas of family living, recreation is loaded with emotions, feelings, hidden meanings. For that reason it is of more than passing significance. Wherever our professional niche may be, as professionals it is appropriate to ask ourselves frequently exactly what meaning our work, our plans, our programs have for others. It is especially urgent that we raise such questions with reference to the families who make up the communities where we live and work. What are we doing *to* them in our efforts to do *for* them?

If recreation is truly for families, what is it like?

1. If recreation is for families, it fits the family and the persons involved. Jean Shick Grossman relates how a soft-spoken, unschooled mother in a settlement house parents' group remarked simply, "If you want a child to practice the piano, you should first find out if he's fittable for music." Some of us, in our eagerness to be able to list "number of participants" or "number of activities carried out," over-do our doing good. We try to get everyone in the community or in the family to do the same thing in the same way at the same time. However, when or as we do that, we should appropriately change the label from recreation to regimentation.

When recreation fits the family it becomes a real and vital part of everyday living, not something crowded in as an afterthought, something elaborate and unrelated to the rest of living. In a family, moods pass from one member to another by contagion. When one becomes carefree, happy, relaxed, he finds his feelings reflected in those about him. This process can go on regardless of the specific activity in which the family is engaged provided that members are interacting with one another. At least part of the time recreation should stimulate or promote interaction.

Periodicals and how-to-do-it books are filled with plans and suggestions for activities which are too frequently more appropriate for the well-equipped craft shop than for family recreation. [Simple crafts projects and other adaptable and carry-over activities can, however, be introduced to family group members in a recreation department program which is so planned.—Ed.]. An activity with family-appeal should offer a variety of different things to do so that each family member can use his skills and talents, modest or ambitious.

Going on a picnic is such an activity. Picking up sticks for a fire is not age-graded. Neither are many of the other activities incidental to meal preparation outdoors. Planning and constructing an outdoor fireplace or other play equipment falls in the same category. So does the making of Christmas cards and holiday decorations. From beginning to end everyone can have a hand in the goings-on if he so chooses. Fitting the family also brings up the question of the costs of recreation in time, energy, and money. Costs should be seen in relation to all of the other areas of a family's daily living. Mother-daughter skating lessons advertised in the paper sound like fun, but it might be that the time schedule obviously suits the teacher, not the families whose members are in school or at work through the day.

2. If recreation is for families, it leaves room for privacy. If there is any place in this cluttered-up world of activity where a person can find some opportunity for quiet rest it should be his home. We spend so much of our time *doing* that we need some leisure just to *be*.

Recreation for the family is not activity alone. Just being together, each person lost in his own thoughts, may be a recreational experience. Our son, at age half-past-three,

DR. SMITH *is professor of family relationships, College of Home Economics, The Pennsylvania State University.*

Parents are enjoying watching their children at play. A happy, relaxed mood is passed on from one member of the family to another; this feeling cannot be crowded in as afterthought.

used to say, "Sunday is the 'funnest' day in the week. It's fun when we're together. On that day we're all home together and we eat together, and we go for a ride together." In planning for recreation in families it is important to leave time for private, personal use. So many organizations are now family-centered, or claim to be, that the family itself has discovered its privacy invaded. Four scout meetings, four Sunday school parents' meetings, and four PTA meetings get to be quite a dose. With each child in the family this type of participation is multiplied and cuts into free time as well as family time. At a Scout court of honor recently, one of the leaders asking for volunteers emphasized that the fathers have more fun than the boys, that he used to spend one night a week in scout work, now sometimes spends six. How much is left for the family's private world if one or two members go out every night in the week?

3. Recreation for families helps individuals get a new lease on life. To hold interest in life and to make the best of our own personal and family emotional resources we need to get away from our jobs once in a while, to gain perspective. Many of us achieve this or try to do so through some form of recreation. Some find *wreck-creation* instead. We work so hard at our bridge that we are difficult to live with.

It has been said that since we have homes today that *work* well, we need to give more attention to homes that *play* well. After all, a child does not begin with a distinction between work and play. That is an attitude which we adults teach him—from our own storehouse of prejudices. We teach children that it is good to work but a waste of time to play; so we have masses of adults who are recreationally illiterate, throwing away millions of dollars in trying to buy happiness, and full of guilt feelings because they play. We have heard persons apologize for spending an evening folk dancing because they did not have anything "to show for it." They considered it an unproductive activity.

As individuals we need to learn to take some things lightly rather than giving equally serious attention to all matters. When troubles come, when tempers rise, it may be the best prescription in the book to get away for a while in another activity, so that we may return to look at things from another angle. This does not mean that we use play as an escape, to change the subject, to avoid responsibility. A recreation experience is more than an escape. It strengthens us for tackling problems that face us. Riding a hobby horse frequently gives us such a pick-up. From that saddle, the world can look brighter.

4. Recreation for families builds relationships. It is at this point that some of us who are concerned about human relationships in and outside of the family feel that recreation has so much to contribute, and sometimes has missed the ball. Here are some examples:

The children come home breathlessly from a morning at the tot lot with the news, "We're going to have a pet show tomorrow. Can I take my goldfish? Can I take my dog? Can I, huh?" The family is all drawn into the excitement; —and then later, a committee of mothers is asked to judge the "best pet." Now who can face the doleful eyes of her own child as she points out some other entry as "best"? And who can say that the tears of a four-year-old are worth that day or event? Learning to be good losers? There are more appropriate and more timely ways to learn or to teach that lesson—without spoiling a day for the families.

Another example comes from a community which opens a gymnasium to the town's small fry during vacations. Instead of directing some group games or helping the children see how many different and new ways they might have fun, the adults set child against child in competitive events where only a few can win. Mothers and fathers have to spend the next week consoling the majority of the participants who did not win and did not get their names and faces in the paper.

But recreation can build relationships—when son beats father at checkers and finds that dad thought it a good game anyway—when the whole family plays canasta and the ten-year-old discovers that the eight-year-old "brat" sister also knows how to score—when the children come home with "new" folksongs which mother and dad sang twenty-five years ago and can learn again in a new arrangement—in dozens of ways, recreation can, and does, build relationships.

5. Recreation for families lasts throughout the cycle of family life. The professional recreation worker would not label play "for children only," but some communities appear to do so. In families, however, recreation makes one more

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opportunity for age barriers to be crossed. It is a kind of insurance policy for the later years. College students frequently claim that they have left at home two persons who are "strangers to each other," a father and mother who were so busy working separately through the child-rearing years that they forgot to be man and wife in the sharing of interests and companionship.

The beginning family of husband and wife, the expanding family with children growing, and the contracting family with children leaving home—each stage has its own special opportunities for fun together. Some of these activities, like singing and dancing, can last from one end of the family cycle to the other. Some will be postponed during the hectic child-rearing years to be re-discovered later. One of the best nights in the month for our family is the one when the family folk dance group meets. Children and their parents get together for the joy of dancing, learning new ones, brushing up on old ones, with no ambition to put on a "show" or enter a contest.

Golden-age clubs have been organized in many communities, but oldsters want more than busy work. They want to *belong*. In rural communities they danced and played as they worked with their children and grandchildren. Now they can't even visit them. Teen-agers are in a similar position, age-graded out of the family. In addition to such special activities for any one age group, recreation programs should provide for times when different ages can play together as well as leaving time for families to use together as they please.

6. Recreation for families strengthens, does not weaken resources. Today persons are needed who are flexible and adaptable in personality to meet the strains and tensions of society. Homes are needed which provide sure, quiet havens of refuge where men, women, or children can be accepted as they really are—whether they win, lose, or try.

It was pointed out earlier that expenditures for recreation need to be made within the framework of family financial resources. No less important is it to see that recreation experiences for, by, or with families do not drain or damage their security-building resources, their emotional bank accounts. Being good sports, showing a sense of humor, taking turns, mental alertness, sociability—these are valuable character traits developed through play and recreation. Such positive "internal" resources need continual restoration.

All activities which are labelled recreation are not necessarily re-creative. And the same activity in different times and places has different effects on those who participate. But recreation in its most meaningful, creative, growing sense has much to give to families today, as it fits these families, as it leaves room for privacy, as it develops perspective, as it builds relationships, as it lasts throughout the cycle of family life, as it strengthens internal resources.

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by GEORGE D. BUTLER

Reprinted from the January, February, March and April 1955 issues of RECREATION.

NATIONAL RECREATION ASSOCIATION

FUN Without Tears

Ruth E. Hartley

Real fun—the contagious kind—is a built-in part of companionable family living and not a separate department.

EMILY HOSKINS startled the parents' group which was discussing recreation and the difficulty of finding things that the whole family could do together. "We don't have much trouble that way," she announced. "We don't try to do anything planned just for the children."

"But you have to," one of the group remonstrated. "It's your duty. All the experts say so."

"Oh, we tried it," said Emily, "but we found it just didn't work. When the children were small we played dreary little games with pointers and counters that were supposed to be chickens and bunnies. But pretty soon Don would begin to yawn, and I'd start to think about something else, and the children would be fighting about whose turn it was because we lost track. Later we tried counting and spelling games, but those were no good either. If we got ahead of the children they pouted, and if we held back they acted as if we were insulting them and accused us of not really trying. The trips that everyone said were good for them were usually flops. For one thing, they wouldn't pay attention to the marvels and wonders they were supposed to observe and we felt our efforts had gone for nothing. When we got home we were tired and cross. But since we've stopped trying, we're all having a wonderful time."

The Family Makes the Fun

In the privacy of our own thoughts, most of us would admit that, at times, we face up to family recreation as a chore rather than a pleasure. Like athletes that are overtrained, we tend to press a little in our eagerness to give our children everything that is good. We have been made too self-conscious about something that can be an integral part of family life, rather than an elaborate and separate adjunct.

"My daughter whooshes away on her paper," says a father, of a joint fingerpainting effort, "and I whoosh on mine, and we like it!" Try it with your own children.

The families that care greatly about the children's happiness are usually those where being a part of the family group is in itself a unique pleasure. It means being a privileged member of a closed circle, with access to a private store of jokes, allusions with special meanings, and delicious secrets. It entitles one to group support and free admission to group events. Above all, it provides a haven where one is accepted at face value, with no strings attached.

But this, one might object, is not fun; this is only part of family life. What, then, do we mean by "fun"? Hilarity? Entertainment? Or do we mean more inclusively the good moments in life?

If we agree that the latter constitutes "fun" we can see that family fun is an almost inescapable accompaniment to the family state itself. No group can live intimately together, with tolerance and good fellowship, without sharing some of the pleasurable aspects of life.

We know a father who admits frankly that he enjoys using his pre-school daughter's fingerpaints. "It's fun to whoosh that stuff around," he says. "She whooshes on her paper and I whoosh on mine, and we like it!"

During the time he spends away from home, this father is a hard-working partner in a grocery store. The activity he chooses to share with his child is the very thing that would be a fine aid to relaxation for him under any circumstances, but his daughter offers him an impeccable excuse to indulge in it. And because it is good for him, and not something he does just to please her, it forms a genuine bond between them.

Under the overlay of duties and obligations, we all carry within us a corner of childhood that waits quietly to be recognized, offering in return the gift of well-being and serenity. For the joys of childhood are in their essence timeless. We do not lose them or outgrow them, although we may turn away from them.

When it comes to finding projects which hold equal values for both sexes and several ages, it is best to forget conventional patterns and let our inclinations steer us. The only essential is that these activities should offer a variety of things to do, so that each person can

Condensed and reprinted with permission from the Spring 1954 issue of *Child Study*.

find his niche and use his own skills, big or small.

One family we know found their project through the ownership of a dog. A whole new world of interest and contacts opened up to this family. The idea of entering Laurie in competition with others of his breed gave the children a definite objective to aim for, and they found trimming and training more fascinating than movies. Weekends were not long enough to contain all their new activities—learning how to "handle" a dog in the showing, finding out about the "points" the judges looked for, exercising the dog so that he would be in good condition for his showing. The money saved on movies paid for the entry fees and the whole family was filled with pleasant excitement.

Other families of this kind shared pleasure in renovating an old home; still others take to square dancing. Parents and children who have a common interest in nature are lucky, of course; but it may be a passion for Scrabble or kite flying (this, by the way, is practically a new sport since flexible kites came on the market) that really rouses enthusiasm. The main point is to start with the "urge" and not with a blueprint of something "worthwhile" which just doesn't happen to appeal to any member of the family.

Modern parents tend to underestimate themselves. They are so intent on what the children need that they often overlook what they themselves have to give. We have become too humble.

The mother who reads poetry to her children because she loves it is inviting them to participate in the most precious pleasure she knows. This is also true of the parent who loves to cook, or the one for whom the product of his hands represents the essence of enjoyment. And if this sharing is offered freely, *as an invitation and not a command*, the children will be tempted at least to explore it.

Let us repeat that if an invitation is to create a real community of spirit, it must remain exactly that, open to acceptance or refusal. Little pleasure lies in any experience that must be suffered against our will. This works both ways. The parent who feels driven, compelled, forced to participate in a family event contributes more by staying away. These are the separate undertakings that should be done only by those who are interested, or by one member of the family alone. Nothing will kill off family fun sooner than an insistence that *everything* can be done by *everybody*.

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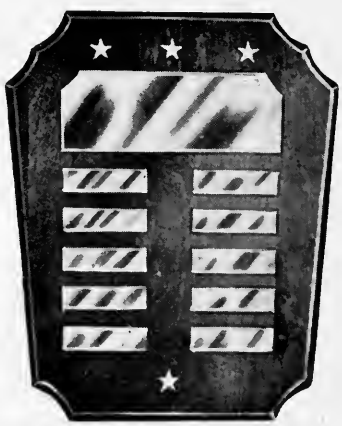

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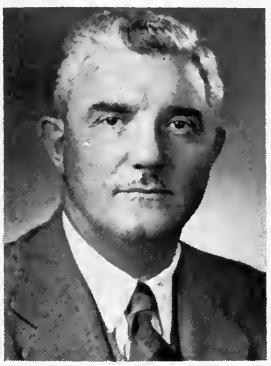


A. S. Raubenheimer

Frederick Hall

Down in the corner of this page is Denver's famous Buckin' Bronco. Him an' his rider sorta typify this section for some folks, same as the mountains do for others. Better make plans for the Congress—September 27 to October 1—and have a rarin' good time.

THE FIRST evening session of the Denver Recreation Congress will be addressed by Dr. A. S. Raubenheimer, educational vice-president of the University of Southern California. His general theme will be the creative aspects of our recreation programs.

Dr. Raubenheimer was born in South Africa where he was graduated from the University of the Cape of Good Hope, and he received his master's degree from the University of Cape Town before coming to the United States. He taught at Columbia and Stanford Universities before joining the faculty at Southern California in 1923. He has served there as professor of educational psychology and dean of the College of Letters, Arts, and Sciences before becoming educational vice-president in 1946.

An unusually effective and thoughtful speaker, Dr. Raubenheimer has especially impressed those who have heard him speak on recreation subjects in general and their creative aspects in particular. So much interest in the creative aspects of our recreation programs was generated at St. Louis that it seemed appropriate to continue the consideration of this important topic at Denver.

Those who at St. Louis had the opportunity to meet Dr. Frederick Hall, chairman of the department of music at Alabama State College, will rejoice at news that he will play a return engagement at the Congress at Denver. Dr. Hall was extremely successful in his demonstrations of "action spirituals," and his work illustrates well the thrill of creating something new and different, in his case by linking movement with the singing of spirituals.

Dr. Hall's demonstration is only one of several being planned for the Denver Congress program. It is hoped that demonstrations in such fields as arts and crafts, social recreation, and drama will continue to be part of the week's schedule. New, this year, will be a demonstration of a bowling school, which will be conducted for Congress delegates by the National Bowling Council. At least two other demonstrations are in the planning stage, both in areas new to the Congress.

Delegates are urged to arrange hotel reservations early. Requests should be sent to the Denver Convention and Visitors' Bureau, 225 West Colfax, Denver. For further information see RECREATION for April, page 152, and the Congress preliminary program. If you have not received your copy of the latter, write to T. E. Rivers at 8 West Eighth Street, New York 11.

FAMILIES PLAY in STATE PARKS

State park planners in Kentucky are thinking in terms of more recreation facilities for the family group and of planned family-recreation programs.

William E. Schupp

MORE AND MORE American families are participating in the out-of-door forms of recreation; and this trend can be clearly seen in Kentucky's state parks where facilities for recreation have been expanded greatly during the past few years to satisfy demands of visitors. This increasing desire on the part of families to enjoy recreation as a group has had its influence on Kentucky's park planners who have learned to keep the family in mind at all times when making improvements or adding to park recreation facilities.

During the past six years, the state has invested more than $7,000,000 in capital outlay improvements at state parks, much of this amount going toward improvement of old and construction of new facilities. During the 1953-54 fiscal year several large projects offering family-use possibilities have been completed and family vacationing has taken an upward swing that should become increasingly noticeable during the coming vacation season.

Heed has also been given to those families who prefer to rough it on their vacations, enjoying the advantages derived from tent camping. There are now five state parks offering spacious areas for camping in the more rustic areas within park limits. Although these areas provide an opportunity for real out-of-door living they also offer conveniences such as tables, outdoor ovens, running water, showers and rest rooms. Park officials found that tent camping has become so popular in Kentucky, however, that special permission to camp is granted in most of the parks without improved facilities, and future plans call for additional tent-campsite development and improvement to existing areas.

Along the same lines, special attention has been given to improvement and extension of hiking trails and picnic areas. Miles of trails were laid out and marked after it was found that hiking played an important part in family recreation.

Picnic facilities are now available in all of the state parks and, especially on weekends during the summer, the areas are visited heavily by families from surrounding larger cities wishing to get away from everyday surroundings and forget about city living, even if just for a day.

Acceding to the family vacation trend, and requests for a choice of activities for both young and old, many state parks now have special playgrounds for the youngsters, and, in those parks containing swimming facilities, there has been set aside special enclosed wading areas to insure the children's safety while older members of the family enjoy more advanced water sports. Tennis, badminton and shuffleboard courts are in constant use by families, and the state has constructed and maintains docks for boating and fishing. There are horses for riding enthusiasts, and one of the larger parks on Kentucky Lake offers an eighteen-hole golf course.

Two of the parks, Natural Bridge and Cumberland Falls, are the most advanced in program. Both parks offer the entire family group the opportunity to participate in early morning bird watches and in nature walks conducted by a naturalist who is usually a student majoring in zoology or botany. Both parks also offer guided tours to points of natural interest and, in the evening, square dances are conducted. Free movies, including cartoons for the children, are featured at Cumberland Falls, Natural Bridge, and at Kentucky Dam Village; and during the past several years the Little Theatre group at Murray State College and the Pioneer Playhouse cast of Danville present plays during the summer at Cumberland Falls and Kentucky Dam Village.

In planning recreation programs along family lines, Kentucky park officials, headed by Conservation Commissioner Henry Ward, also realized that in order to enable these groups to vacation in the parks and take advantage of these developments, prices charged must be pegged to the family budget but still be in line with private vacation resorts in each area. This has been done, and a family, vacationing at any of Kentucky's state parks, expects to pay a nominal price for services and accommodations.

Expressing satisfaction with the increased use of park recreation facilities by family groups, Mr. Ward announced only recently that much of the $430,000 voted to the park system for the coming year will be used to shift the emphasis from major accommodations construction to increased recreation opportunities. He said, "The great majority of persons who enjoy the state parks are Kentuckians who do not have access to other parks. Experience has shown that they like the picnicking, swimming, boating, and the other recreation facilities provided in state parks."

Proof that this state park program is paying off is found in park attendance figures showing that an estimated 3,573,000 persons, many families included, visited the state's twenty-four parks and shrines during the 1953-54 fiscal year. The current figure is almost ten times the estimated attendance at state parks in 1947-48 when the expanded recreation facilities and living accommodations program was started. The number of visitors to state parks for that year was 373,589.

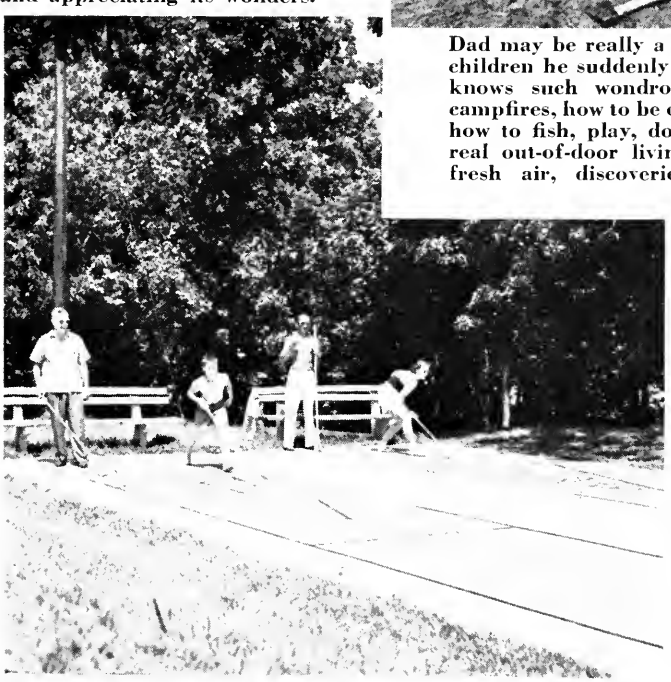
WILLIAM E. SCHUPP *is feature editor, Commonwealth of Kentucky Division of Publicity, Frankfort, Kentucky.*

Cabin at Kentucky's Lake State Park. The cabins in all parks in the state are equipped with all necessities and provide an ideal "home away from home" for vacationing families. Each has kitchen, living room and bath. Some even contain two bedrooms.

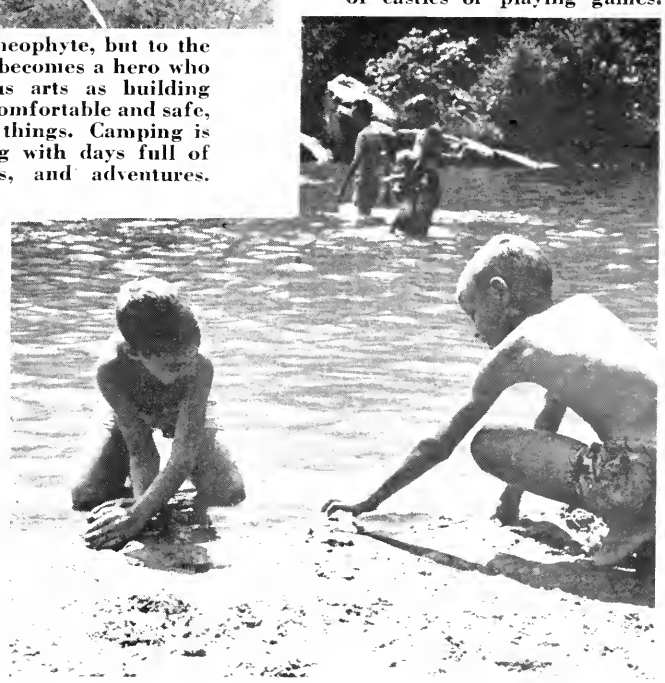
Boats like these are available in all parks having water facilities. They are for rent for a small fee, are very popular and in constant demand. Families expect to pay a nominal service charge for such extra facilities. Fishing is becoming more popular family activity.

Dad may be really a neophyte, but to the children he suddenly becomes a hero who knows such wondrous arts as building campfires, how to be comfortable and safe, how to fish, play, do things. Camping is real out-of-door living with days full of fresh air, discoveries, and adventures.

Shuffleboard is among the numerous sports offered. Others are badminton, tennis, horseback riding, hiking, swimming, sailing, and golf. All activities are dependent on the environment of nature and learning how to live outdoors and appreciating its wonders.



Youngsters have time of their lives with water activities. In Kentucky state parks lakes offer sand beaches with opportunities for digging and building and play-in-the-sun while dad and mother take a dip, relax, or join in the construction of castles or playing games.



MUSIC as RECREATION in the Mile-High City

Robert Smith

Rehearsal of the Denver Civic Band, one of the many groups playing a part in the city-wide music program.

The excellent, community-wide music program in Denver, Colorado, is well-known. Delegates to the 37th National Recreation Congress in that city will find this program well worth investigating.

ON THE PREMISE that music is everyone's birthright, and that it is not a luxury but a necessity to a happy way of life, the municipal music program in Denver—one phase of the total recreation program—provides opportunities for adults to participate in the fields of choral and instrumental music for purposes of recreation, relaxation, and education. With these ideals in mind, the objectives sought are twofold: to supplement, not supplant, existing music opportunities in the city; and to provide more and better music for more people through both participation and listening for pleasure.

The program is geared to adult or postgraduate needs because Denver is fortunate in having a fine music-education program in the public schools, where nearly one youngster out of six—approximately twelve thousand children—takes an active part in the school music program. This includes bands, orchestras, choruses, and piano classes. Music, therefore, from the elementary grades through high school, is being well taken care of in the schools. For the city to engage in junior- and youth-group musical activities would, in our case, be over-servicing an already excellent program.

Hence the line of demarcation in our municipal music program. It is hoped, by this method of "carry-over" after high school, that the citizen's tax-dollar will be used to fullest advantage for the continuation of music education after high school and college. From a recent survey, at least one Denverite in eight—or more than sixty thousand persons—was engaged in some form of musical activity in 1954.

ROBERT SMITH, *pianist and organist, is the coordinator of music for the City and County of Denver, Colorado.*

At present there are eight adult organizations in the Denver Municipal Musical Association: six choruses, a string orchestra and a symphonic band. Each group rehearses two hours each week during the school year, September to June.

Membership is open to all citizens of the City and County of Denver and a one dollar membership fee is set for all organizations. It is felt that this fee, set at the request and approval of the members, would give the participant the feeling of belonging to the organization. Anyone who cannot afford the fee is given free membership. (To date no one has asked for this.) Directors and accompanists are engaged for each organization on a part-time basis and are selected from the public schools, local universities, music teachers, and musicians.

A feature of the recreation program in the Mile High City is the close cooperation and coordination of the public schools and the municipality—in athletics, social work, center work, and in music. Through the courtesy of the board of education of the Denver public schools, all the municipal musical organizations are permitted free use of special music rooms and equipment, choral and instrumental, in the public schools. Again the taxpayer's dollar is spread farther.

After rehearsals one must think of performances, and in our program all organizations prepare for individual appearances, under the respective directors, at hospitals, musical societies, church and civic organizations, and during Music Week. Massed performances, directed by the coordinator, are given at Christmas, Easter, and Thanksgiving. All performances are free to the public.

A twelve-week radio and television series, featuring all groups, was completed last year and another series has been arranged for this season. All public concert performances are taped for radio broadcasts at later dates.

For the massed choral performances, *The Messiah, Elijah,* and other large choral works, a full professional orchestra is used through the cooperation and assistance of the American Federation of Musicians Local 20, through its music performance trust fund. For *each* massed performance a small vocal festival is held, and fifty to sixty singers audition. The soloists are selected by a neutral panel of judges, who are usually faculty members from the music departments of Colorado universities and colleges.

A music library is being established and more than three thousand dollars has been expended this past year for music, choral and instrumental. Each director selects his own music, which ranges from folk music to Bach, Brahms, Vaughan Williams, Roy Harris and Randall Thompson.

Come summertime, music takes to the open-air, and for six weeks, six nights per week, the Denver Municipal Band performs at City Park. This is a fully professional band of forty union musicians, and its popularity may be judged by the fact that it attracted approximately 265,000 listeners to its concerts last summer.

In cooperation with the music department and health education department of the Denver public schools, an eight-week recreational music program for beginning, intermediate, and advanced bands and orchestras is conducted during the summer vacation. This proved very popular last year with over two thousand young musicians participating.

As a public service, and as a means of further publicizing the program, a short, thirty- to forty-five-minute program called "Music Can Be Fun" has been presented to date to some seven hundred groups. These groups are comprised of civic clubs, churches of all denominations and faiths, P.T.A.'s, schools, colleges, trade and labor organizations, professional associations, and conventions—state, regional, and national. This program always includes audience participation in the form of community singing and has included somewhat over 300,000 participants. This is a truly wonderful means of public relations.

Civic choral group. All of these public concerts are tape-recorded for radio rebroadcast at some future occasion.

Through the courtesy and cooperation of all newspapers in the Rocky Mountain region, and in particular the *Denver Post* and the *Rocky Mountain News*, coverage of the program, all concerts, and special events has been excellent. The ten radio and four television stations have also given of their time, for publicity and program, as a public service.

The program and special activities are announced in the bulletins of the Denver public schools, in all P.T.A. monthly bulletins, and in the monthly publications of the Denver Council of Churches. The Adult Education Council carries all activities in their bi-monthly publication, *What's On in Denver,* and program information is sent to all large businesses and stores for display on their personnel bulletin boards.

To assist in the planning and guidance of the municipal music program, the mayor of Denver established the Mayor's Advisory Music Committee. It is composed of local civic leaders, representing all races, colors, and creeds in the city of Denver. Its chairman is the director of music education for the Denver public schools.

Music Week

The Mayor's Advisory Music Committee sponsors Music Week in cooperation with the Denver public schools. This year our program will include the following musical events, which are free to the public:

First Day. Evening concerts in all senior high school auditoriums, featuring choruses, bands, and orchestras and having approximately two thousand five hundred participants in all.

Second Day. Evening song fest at Denver University, featuring choral groups from all fraternities, sororities, and clubs, in a choral contest.

Third Day. Evening concert in City Auditorium by parochial school musical organizations with approximately two thousand students participating.

Fourth Day. Afternoon concert in City Auditorium by elementary public school students, with approximately six thousand students participating. Evening concert of sacred music in City Auditorium, sponsored by the Denver Council of Churches and featuring a massed chorus of approximately one thousand voices.

Fifth Day. Evening concert in City Auditorium by junior high school students; band, orchestra and chorus, with approximately three thousand five hundred participating.

Sixth Day. Evening concert in City Auditorium by municipal music groups, featuring the symphonic band and string orchestra.

Seventh Day. Evening concert in City Auditorium featuring the six municipal choruses.

During the week all civic clubs will have a musical program—instrumental, vocal and/or choral—and it is hoped by the end of the week's events some fifteen thousand students and adults will have participated actively in Music Week 1955.

Recreation in CORRECTIONAL INSTITUTIONS

"It is a distinct part of the correctional process."

Donald H. Goff

Every man profits by, or is the victim of, his environment. Environment is the sum total of the forces, physical, intellectual, and cultural, immediately surrounding and impinging upon the whole personality.

This is as true of the special, and in many ways peculiar, atmosphere of the correctional institution as of free society. Indeed, perhaps environment plays a more direct and immediate role in the restrictive latitude of the institution than it does in the outside community. The intensity of social contacts in the monotonous regimentation inherent in institutionalization tends to make the individual more sensitive to the minutia of his environment.

Granting this, everything that happens to a man in prison has an important part in shaping his personality—his work, his physical surroundings, his officers, his fellow inmates, and his leisure-time activities. Hence recreation—organized and supervised recreation—has as much effect upon the mutation of the individual, upon his objective insight into his own predicament, as work habits or schooling or anything else he may experience in the institution.

To look upon recreation as a stopgap measure — a means of utilizing idle hours as a substitute for productive work and educational endeavors — is, on the other hand, as much of a violation of sound penological practices as is the complete absence of a well-rounded, organized recreation program. To use recreation as an opiate in attempting to control incarcerated persons tends to produce a corpulent inmate body whose lethargy, upon release, extends into the community and creates a social attitude of indifference, dependency, and immaturity. Too much free time, organized or not, tends to become destructive rather than serving as a respite and rejuvenation.

Historically, institutions for the offenders have been plagued by the lack of meaningful work for inmates, and, unfortunately, the administrator in his attempt to find some activity has at times been forced to rely upon sports and just plain "yard" to fill some of the gap made by the dearth of work. Herein lies a peculiar difference between the public recreation agency and the recreation department within a correctional institution; for again, historically, recreation in the community is viewed as leisure or free-time activity after the daily labor has been completed. In the institutions, the administrator may attempt to make recreation take the place of labor, but a balance of work and play must be established in correction. When this is accomplished, then in a very real sense recreation becomes a vital part of the rehabilitative program of correction.

To fulfill the implied mandate imposed upon an institution for offenders, those inmates who are subsequently released to society should be released in such a way that they will be constructive members, adding to the welfare of the total community. They should be individuals who are able and willing to do a day's work, able and willing to abide by the rules of society, able and willing to lead a personally satisfying life. To do these things a person must make constructive use of leisure hours, and for this purpose emphasis in correctional institutions should be upon recreation activities which have a carry-over value.

It is supercilious to believe that a large per cent of the inmates released from correctional institutions will participate actively as members of football squads, baseball teams, or basketball teams. The carry-over value of major sports, other than the passive vicarious experiences a spectator gets by witnessing an athletic contest, is nil. The value of the good public relations created by a varsity athletic team in an institution should not be underestimated, however, for similar to any community which has a well-known athletic team, the correctional institution also benefits. However, an overemphasis upon varsity sports with a minimum of active participation is at the expense of a large segment of the population which, for one reason or another, is unable to participate actively, but which might find some status, some recognition, and obtain a better concept of self if greater emphasis was placed upon intramural

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rather than extramural sports. The intramural program, while possessing little carry-over value, is in this case therapeutic to the individual.

But to have true carry-over value the program must be practical and offer opportunities to meet as varied interests as is possible within the custodial aspects and financial limitations of the institution. These activities, for the older prison group at least, should be of the less strenuous variety—the interest shown in weightlifting notwithstanding. Activities such as boccie ball, table tennis, ceramics, barbershop quartets, musical combos, oil painting, yes, and even knitting and crocheting, have been tried and found successful in institutions for adult felons.

Recreation in correctional institutions, like other ancillary activities, important as they may be, must be operated within the mandate of "and safely keep." The admonition does not negate the possibility of a well-organized program, for when recreation assumes its proper place and balance in the institutional program it, in and of itself, acts as a custodial device. A minimizing of frustrations in fulfilling normal needs—satisfaction through productive labor, security through uniformity without regimentation, and diversion—tend to prevent the frustrations inherent in incarceration from overflowing into disturbances and to reduce to a minimum the tensions brought about by the intensity of close living.

Recreation, therefore, is a distinct part of the correctional process. It must have direction, it must be geared to the resources of the individual institution and be an integral part of the program of that institution. Above all, it must be flexible and many-sided enough to have something valid to offer each inmate, something that is within the range of his physical and mental resources.

Hospital Capsules

Beatrice H. Hill

Watch for this in every issue from now on! Mrs. Beatrice Hill, consultant on hospital recreation for the National Recreation Association has undertaken to provide our readers with newsy highlights of doings in this phase of the recreation field. She writes:

I would like, for instance, to inform our readers about: a research project, which is currently in progress at a hospital in New Jersey, co-sponsored by the National Recreation Association and the School of Education at New York University; a movie being made in May called, *Recreation for the Ill and Handicapped;* plans for this year's Hospital Section of the National Recreation Association Congress; and the Hospital Recreation Institute which was sponsored in April by the University of North Carolina.

During the last year, a council has been formed which should be of significance to every hospital recreation worker—The Council for the Advancement of Hospital Recreation. It consists of two appointed representatives from each of the three professional organizations concerned with recreation in hospitals, and two representatives from the National Recreation Association. The council's fourth meeting will be held in Washington in June, and Mr. Martin Meyers, chairman, will write a condensed report on what has been accomplished at these meetings.

Also, I have some interesting items about new college and university classes in hospital recreation.

It is my hope that Hospital Capsules will function with a dual purpose— providing an exchange for brief news items, and a stimulant for hospital recreation people to contribute more articles and pictures for RECREATION magazine.

I earnestly urge those readers in this exciting, new area of recreation, which embraces hospitals, nursing and convalescent homes, and all other facilities housing the ill and handicapped, to share any information or news that may have interest for all of us who are working with the mentally and physically ill and in allied areas. The success of Hospital Capsules as a monthly feature will depend upon contributions from our readers.

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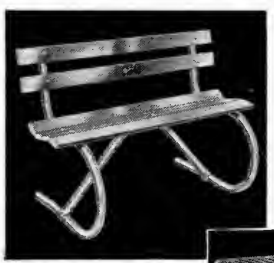

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SWIMMING CLASSES for Rural Children

Lakes, rivers and ponds have been pressed into service . . .

Louise Colley

It is a well known fact that rural children have fewer opportunities to learn to swim than have our urban children in Canada. There are several reasons for this. Indoor swimming pools are practically non-existent in the rural areas. In the summertime, when swimming is in season, farm parents and children, too, are exceedingly busy; moreover, some rural people lack appreciation of the value of such an activity.

In Simcoe County, Ontario, these difficulties are gradually being overcome. In 1946, the Simcoe County Recreation Service organized an experimental swimming class at a township park. Thirty children were enrolled. This past summer, eight years later, nearly 1,400 children from twenty-seven communities received swimming instruction at eleven centers in the county. Lakes, rivers, and millponds have been pressed into service and developed by the people themselves into instruction areas.

First Steps

First, experimental swimming classes were held at Innisfil Park on Lake Simcoe every day for two weeks, except on weekends. The results were gratifying, the children eager and cooperative, the parents enthusiastic. Transportation had posed the main problem. While a few mothers drove carloads of children to the classes, other youngsters had to come with the mailman at 9 A.M. in order to be present for afternoon swimming.

Our county recreation committee discussed the matter and, since the county is large—nearly 1,600 square miles—they decided to offer classes the following summer at four widely separated points. In order to make it easier for parents to arrange transportation, the classes were planned for one day a week over a six-week period. Information about these was circulated through newspapers and our voluntary farm organizations, women's institutes, and the Federation of Agriculture—and the ball began to roll.

That summer an average of ninety children registered at each of the four centers. They came in trucks, private automobiles, and buses. They bounded out of these on arrival at the beaches and would have been in the water in a trice had not instructors and volunteers organized proceedings. Classes were quickly formed on the basis of age and height, since almost no one could swim. Fifteen to twenty pupils were instructed at one time and, for those on shore, water safety talks, games, and craftwork were organized.

Further Developments

The next year, the recreation director was asked to inspect two millponds, one in the northern part of the county and the other in the extreme south, to see if they would be suitable for swimming instruction. The communities near the Hillsdale pond formed themselves into a swimming committee and met with the recreation director throughout the winter to discuss plans for building an instruction raft and other facilities. Two communities, who had had experimental classes the previous year, arranged for a more intensive swimming program, employing instructors but still depending upon the recreation service for supervision and advice. During that summer, nine swimming instruction centers were in operation.

At the close of the 1949 season, we drew a deep breath and decided it was time to take stock. We had many problems. The program was growing too fast for our small budget—provided mainly by the county council and earmarked especially for advisory, organizational, and leadership training services—to cope with. We had stimulated something which looked as though it might overwhelm all other aspects of our program! In addition, swimming instruction facilities were inadequate in most centers, and the fact that more advanced instruction was needed by these children who were returning year after year emphasized the need for extended leadership.

Therefore, we called a meeting of interested people from all over the county, who had assisted with the programs as volunteers in their home communities, to talk things over. So far, except for the two communities where a more intensive program had developed, the recreation service had pro-

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LOUISE COLLEY *is the director of the Simcoe County Recreation Service in Barrie, Ontario, Canada.*

vided instruction free of charge. Community representatives saw that this practice could not continue and they suggested that a specific charge for the service, based on whether one or two instructors were needed for an area, should be levied, and that application for this service should be made to the recreation office early in the spring. Responsibilities of community groups and the Simcoe County Recreation Service were outlined as follows:

Each community group shall—

1. Set up a local committee to meet with the recreation director in the spring.
2. Provide adequate facilities for dressing, instruction, and so on.
3. Arrange transportation of children to swimming area.
4. Pay a prescribed fee to the Simcoe County Recreation Service.
5. Provide volunteers to assist with supervision of children, games, and so on.

The Simcoe County Recreation Service shall—

1. Assist committees with organizational details.
2. Provide trained instructors.
3. Supervise the over-all program.

After this meeting progress was steadier, the quality of the program improved and community cooperation became keener. Fortunately, the swimming and water safety division of the Ontario Red Cross Society had been formed in 1947 and their field organizers had taken an interest in our program from the beginning. They assisted with advice and encouraged us to send young people to Red Cross instructors' courses. Our advanced instruction was geared to their tests which provided an incentive and a standard for our county children. This cooperation has continued throughout the years and is now stronger than ever.

More and more swimming committees have sprung up. As increasing numbers of communities wanted to have their children take advantage of the program, it was necessary to arrange two, three, or even four afternoons at the same swimming center for different groups. In some cases area committees have been formed to which representatives from several communities come to assist in the planning. This past year the recreation director worked with thirteen local or area committees.

The fascinating thing about this development is the way in which the people have taken hold themselves, and the ideas which have developed throughout the years. In addition to our spring meetings, we get together in the fall to evaluate our efforts—to assess the good points and to find out what needs to be remedied or improved.

Because local conditions differ, a variety of ways of handling finances, transportation, and other matters have developed. Groups set their own fees per child or family. These are always very small; in fact, some groups make no charge at all, defraying the expenses with voluntary donations from individuals or organizations in their district. School buses are used in many cases now, or a community car pool is established so that the cost of gas and the time used in driving is shared.

At each swimming center, too, different problems are in evidence. Sometimes, as in the case at Thompsonville where we use a beautiful site on the Nottawasaga River, the riverbed is completely changed from year to year. This may mean hours of work for the men in the community—bulldozing, putting in more sand, reconstructing rafts or booms for the instruction area. Attempts to provide temporary instruction wharves and rafts which will withstand vagaries of winds and weather on some of the larger bodies of water are often foiled.

Pioneer efforts to meet various needs are often humorous. At Hillsdale the boys' dressing room was at first just a pile of cordwood, stacked in such a way that there was a small space for a door and a wall all around, high enough to ensure privacy. Fortunately it didn't rain much that summer. Now a well-constructed building has been moved to that site. At Willow Creek, one of our newest areas, tarpaulins wound around stakes, which have been planted in two woodsy spots, make the dressing rooms. These have to be put up and taken down each day. This year the local committee is considering the purchase of a discarded streetcar to meet dressing room needs.

At the swimming area, our instructors take over but community volunteers are essential too. Someone must look after the records for we now have cards which show the childrens' attendance and progress over successive years. Others are needed to supervise the dressing rooms and still others to look after games on shore, the free swim area, and the "buddy boards." Our recreation service has developed the practice of supplying an over-all shore organizer to see that the children are ready for classes and to supervise activities on shore, in addition to one or two instructors.

Water-safety knowledge forms an important part of the program. Visual aids such as posters and sometimes moving pictures are used to teach children how to look after themselves in the water and how to help a drowning person with a simple reaching assist. If numbers warrant, classes are carried on simultaneously in shallow and deep areas for beginners and advanced pupils respectively. Children are now carefully graded and placed in classes suited to their ability in the water. At the close of the season, Red Cross tests for those at more advanced levels are held in a number of places in the county.

Each year more staff members are needed as new swimming areas are formed or advanced classes develop. This past year three or four teams of leaders daily left the office, which is located in the center of the county, to drive to their respective swimming centers. These were located anywhere from five to forty miles away. With them went a basket containing various necessary equipment such as a first-aid kit, posters, lifebuoys, and other teaching aids. Their stamina and enthusiasm in the face of varying weather conditions is to be commended.

Appreciation of our Simcoe County people for this activity could not help but grow as they became involved in it themselves and saw what it could mean to the health and safety of their children and to their enjoyment of a skill which would last a lifetime.

Giraffes are a part of the arena parade in Chicago. Reproduction is made realistic as possible with use of stenciled or painted cloth. Head, neck, and body can be built over a framework of a light wood.

LET'S

CIR

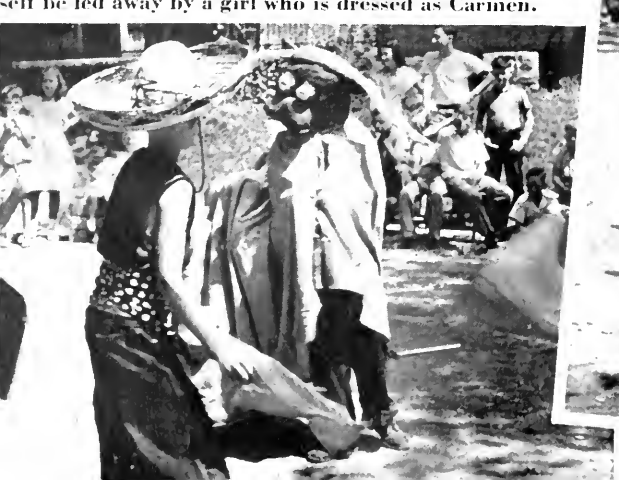
Circus train was rigged up as a backdrop in boys' club gym. The painted cars complete with caged animals peering between bars were suspended from the gallery. Boys did all their own construction. Note the realistic engine.

Snake Charmer Act. Th
old rope and black mask
means of thin black fis
pulley on the ceiling. Ur
extremely realistic. Rept

Everybody loves the color and excitement of a circus. Such an event can utilize the activities of many groups—drama, dancing, sports, acrobatics, music, arts and crafts—and need have no age limit. It is appropriate for spring, midsummer, or as a grand finale for the summer or playground season. Some recreation departments, clubs, or industries stage one at Christmas time—or just any time—as an annual event.

Circus ostrich has papier-maché head painted green, pink and yellow eyes, yellow topknot, yellow bill. Gaily hued body is of paper stretched over a bushel basket. A yellow egg bearing a close resemblance to a painted volleyball has just been laid. Youngsters from five to fourteen designed and made their own costumes. They love bright colors.

In St. Louis, blue-headed bull glowers at toreros in act which ends as angry bull chases them off the field. Bull then turns amorous and placidly lets himself be led away by a girl who is dressed as Carmen.



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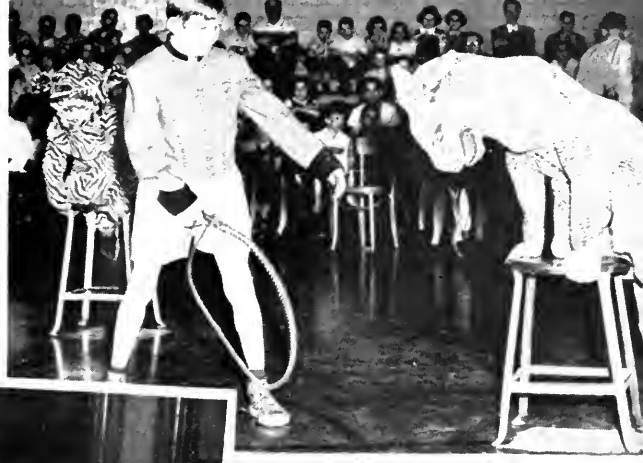
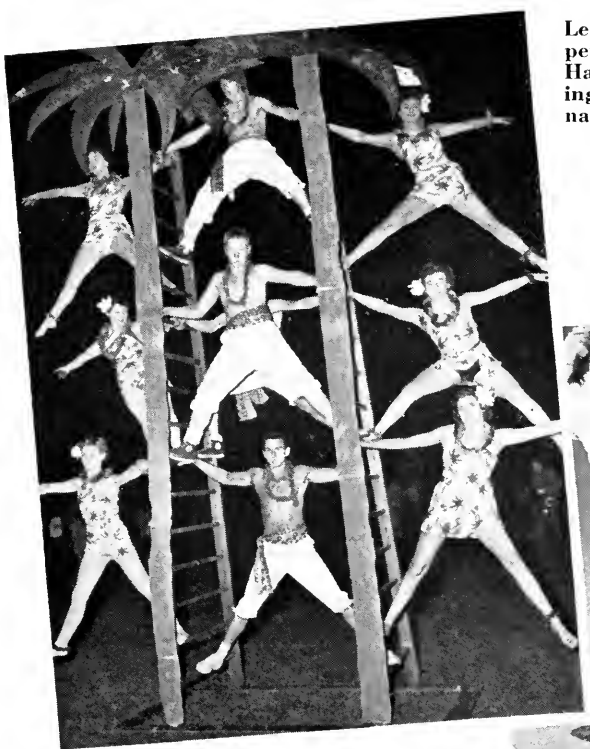


Right: Wild Animal Act. Realistic costumes were made of chicken wire and cloth with stenciled design. Such costumes are generally made from pattern for a sleeping suit, allowing for padding.

Children in Columbus, Ohio, are making animal heads contrived of chicken wire covered with papier-maché and then painted. In some cases the heads are fashioned of cardboard, cloth-covered, or from hollow clay models.

ke is constructed from pe and manipulated by ines passing through a rrect lighting this looks t club only thirty cents.

These photographs illustrate some of the many things that can be included and offer tips as to how they can be done. The pictures were taken largely at the Wesley House community center animal circus in St. Louis; the "World's Greatest Circus"—a part of the "World's Greatest Music Festival"—put on by the Chicago Park District; and at the Madison Square Boys' Club in New York City.



Left: Acrobatic feat takes the spotlight at a Chicago performance of the "World's Greatest Circus." Hawaiian motif is introduced by costumes and turning of ladders into palm trees. This number is a natural for the accompaniment of Island music.

St. Louis children's idea of dinosaur—papier maché head, body of gaudily painted paper (green, yellow, blue, red) stretched over bushel baskets. The animal has just engaged in a butting and pecking bout with the ostrich and stops to tie shoe on hind foot.

A clown must be lovable and never rude—never a rough, wild comedian.

Day Camp Program for "WHY-DADDIES"

Melvin J. Rebholz

It is every child's God-given right to have opportunity to ask all of these "whys?" Here, park naturalist in Tacoma, Washington, displays a rattlesnake's fangs.

"WHY-DADDIES" are not peculiar to any one place but are to be found over the entire face of the earth. Most of you have daily contact with these either at your home or in conjunction with your park and recreation program and activities.

You ask what is a "Why-Daddy"? It's a tow-headed youngster, with an infectious grin that shows several missing teeth, a smudge of dirt that never seems to disappear, and pockets crammed full of every possible sort of object stumbled across during a day's normal meandering. It is a child with an innate curiosity that, like an automatic machine gun, fires a never-ending round of "why's"—"Why do they do this?" and "Why don't they do that?" "Why?" "Why?" "Why?"—throughout every second, minute, and hour of the day.

We believe that it is every child's God-given right and heritage to be given the opportunity to ask all these "why's" about the fascinating and great out-of-doors world that we live in. We also believe that a metropolitan park system surrounding a large urban area, such as we have at Cincinnati, has an unlimited opportunity and even a moral obligation to provide a chance for the children of these urban areas to pursue this natural curiosity of theirs concerning the wonders of nature. What a bright and enchanting new world is opened up to those "Why-Daddies" who get to hear and actually see the answers to such questions as "What makes a tree grow?" or "What happens to flies and mosquitoes in the winter?" or "How does a bird fly?" The answer to all of the thousands of questions such as these is the day-camp program.

Some men without a broad, progressive outlook might say at this point that the parks are there—let those children who want to make use of the areas do so. The fallacy of this viewpoint is that we have found that the children roaming aimlessly through the parks with nothing to do are usually those who are going to turn to various forms of vandalism for pastime, while those who are busy in a program that interests them and answers their questions need not be of concern in this respect.

As is the case with most programs, there are two extremes practiced, with a desired program being one somewhere midway between the two. At one end we can find the formalized program in which the children are strictly regimented in a highly organized group that must follow a set pattern day by day. This is the group that is scheduled for bird identification today and, by golly, bird identification it's going to be despite the many questions being asked about the nest of snakes found adjacent to the camp. Most of you—fathers, especially—know that as soon as a child is steered away from something he is interested in at the moment, he is going to resist all efforts to interest him in something else.

At the other extreme we have the so-called day camps that transport a group of children to the area, unload them from the buses, and then forget about them until the leader frantically blows his whistle in an attempt to get everyone together for the return trip.

Of course, the middle-of-the-road path that outlines the program and attempts to guide the children's thinking along certain desired patterns is the one which is most successful. Allowances are made for individual interests and for more concentration in those fields that seem to provide a higher degree of interest as evidenced by the many questions of the "Why-Daddies."

MELVIN J. REBHOLZ *is public relations director for Hamilton County Park District, Cincinnati, Ohio.*

Basically, our park district provides facilities and naturalists for all nature work, while the camp groups supervise all correlated activities and provide the necessary leaders. The park board must approve all programs as proposed by the various groups. We pretty much go along with the theory that these day-camp programs should be a definite outdoor experience utilizing all those things found out-of-doors and not some city playground or church-basement activity moved to a woodland setting.

Let us take the craft program as an example. The day-camp program wherein the boys bring to camp a few pieces of wood, pre-cut in some manual training department, and then sit around a table and assemble them into birdhouses is not providing the same experience as the one where the boys go out into the woods to collect their own raw materials, such as the bark on a fallen tree, and then use their ingenuity to assemble these materials into birdhouses.

Likewise, the boy interested in Indian lore who purchases a loom and several bottles of brightly colored beads at the ten-cent store to take to camp and sits under a tree weaving a belt is not enjoying the same experience as the boy who collects clay out of the creek bottom and molds it into various pieces of Indian pottery, or the one who gathers flints and other stones to make his own collection of Indian weapons and tools.

In the above examples, we have on the one hand, those groups using park areas only as a convenient locale for carrying on activities not necessarily utilizing the natural surroundings; on the other hand, another group utilizes the native materials and opportunities not to be found within urban areas other than in our parks. I don't believe there is any question which of these two is more desirable.

The entire day camp program as carried on in our parks includes the following major activities: (1) nature activities and crafts; (2) campcraft and woodcraft; (3) boating; (4) fishing; (5) Indian lore; and (6) games. Let us examine each of these separately. All nature activities are under the supervision of, and led by, our park naturalist and his assistants. They conduct walks, give lectures, and see to it that the craft program is correlated with their nature-study activities. This is not a formalized, school-room type of study. The "Why-Daddies" are encouraged to ask their many "why's," and whenever possible they are given the opportunity to see the answer as well as hear the questions answered by the naturalist. The naturalist can talk at great length about how a snake is not cold and slimy, but there will still probably be some non-believers until they are allowed to handle one and feel the dry skin themselves.

If, while on their way to collect some fossils in a gorge, the "Why-Daddies" want to tarry around the pond and ask their many "why's" about the myriad forms of life found there, the naturalist does not lose all of his patience and breath by blowing on a whistle to get them moving on to the gorge. Since they have shown an interest in the water beetles, tadpoles, and dragonflies, he answers their questions then and there. Tomorrow, he can take them to the gorge, by-passing the pond. The "Why-Daddies" are interested in their "why's" and not in something that the schedule crams down their throats.

We have found that teachers in the biological field provide the best source of part-time naturalists to work under the supervision of our park naturalist. They are usually happy to get away from the formalized school-room techniques and take part in the more informal day-camp program.

The campcraft program is a joint effort on the part of the naturalists and camp leaders. When a boy burns the Mulligan stew which is all he has for lunch, he learns something he is not going to forget for some time. When the lunch is over and several of the "Why-Daddies" are still huffing and puffing on their smoking, green firewood in an attempt to get a fire going to cook their beans, you can be sure that they are going to be a great source of "why's" concerning proper fire-building techniques for some time to come. The use of axes and other tools, fire safety, improvising camp equipment, and other such correlated campcraft subjects offer a real source of questions.

Boating is one of the facilities mentioned earlier that involves the use of park equipment where there is normally a service charge. However, as long as the day-camp group is one working in cooperation with the park district, we allow the use of whatever boats are necessary to carry on a water-safety program on the lake. The impulsive boy who has to run ahead of the group to be the first one in the boat usually provides some merriment and a lesson as he learns too late that there are proper and safe boating techniques. He becomes a believer in a hurry as he does "splits" that would do justice to an acrobatic dancer, with one foot on shore and the other in the bow of the departing boat. Each

A nature walk. Day camps should offer definite outdoors experience, nature and campcraft activities and not a mere repetition of the city-playground programs.

boat is required to have an instructor who shows the various phases of water safety and boat operation.

The "Why-Daddies" usually have a field day with their questions in the fishing area. One wants to know what happened when he caught his fish only to jerk it in so hard that line and fish ended up hanging from the higher branches of a tree. Another wants to know what happened after getting stuck with one of the catfish's barbels. They learn many things about fish as they ask their questions.

The study of Indian lore is another phase usually of interest to boys. We find this can be incorporated into a council-ring ceremony following the noonday meal, which incidentally allows the boys to relax after eating. Indian lore, like most any other activity, can be overemphasized to the detriment of a well-balanced program. I know of one so-called day camp where the children are greeted each day by a group of leaders completely decked out in Indian garb, and that is all they get all day long—Indian history, Indian dances, Indian songs, Indian ceremonies, and Indian crafts. Why, they can get that by sitting at home and watching a certain television program. Such a day's outing cannot possibly be classified as a day-camp program.

The game program is another where overemphasis is quite possible and, in fact, common. When I speak of games, I do not refer to the common playground games such as baseball, volleyball, and so on. As a former athletic coach, I am most certainly in favor of these types of games; not, however, as part of a day camp program. The game activities in a day camp program can be set up to provide plenty of fun along with some learning experiences and a furthering appreciation of all nature's wonders. There are also some individual skills in the game classification such as archery that are suitable for an outdoor program. There are several good books and bulletins on the subject of nature games that can be used for reference.*

There are, naturally, many problems that have arisen for which we do not have the answer. One of these concerns the older boys in any mixed-age group. We have found they normally do not fit into all phases of the day-camp program that must be planned for a group with an average age lower than theirs. The answer seems to be a separate program for these older boys to keep them physically and mentally busy. For instance, we have in mind, letting them construct a boat dock for the use of the day campers for boating and fishing activities. We believe that cutting the timber, driving the pilings, and providing a finished product that will prove useful, will be of great interest to them. We have also been thinking in terms of getting some of the older boys interested in nature photography. Here, again, they can use native materials to construct photography blinds; whereby, they can get the picture of the mother fox and her cubs playing near their den, or the sparrow hawk going about his deadly business of securing mice for food. Their finished pictures provide the needed incentive for them to follow through.

Another major problem is that so many of the leaders sent out with these children's groups are in no way trained to be of much help in the program. We find so many of these so-called leaders impatient with the many "why's" of the "Why-Daddies" instead of letting these "why's" provide the impetus for their various projects. We can operate a training school for these leaders in the spring, but the trouble is that so many groups do not hire their part-time help until a week or two before the program actually starts. We have also tried a concentrated one-day training course just before the start of the day-camp program, which is helpful but definitely not a solution to the problem of properly trained leadership.

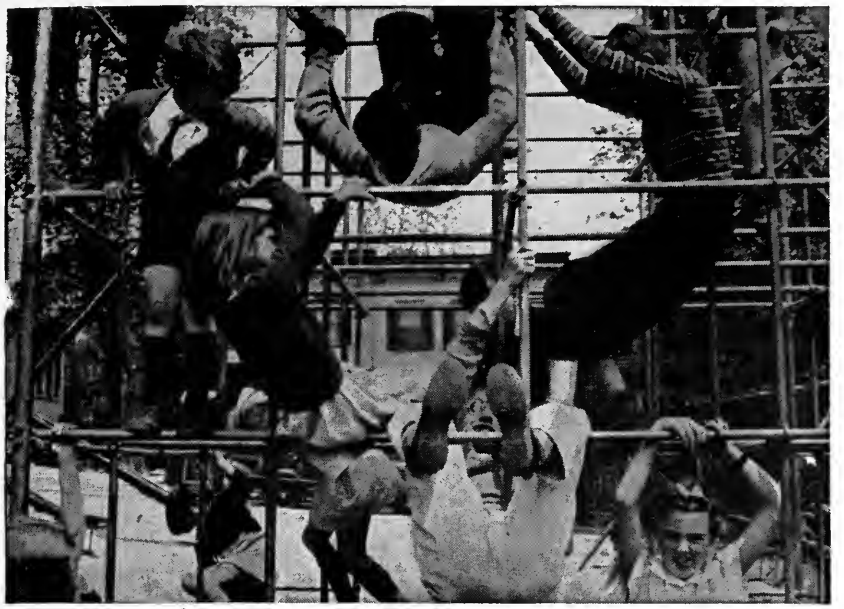
"Why-Daddies" learn about fish and fishing. They have a field day with questions. How do fish breathe under water? How do you hold catfish with barbels?

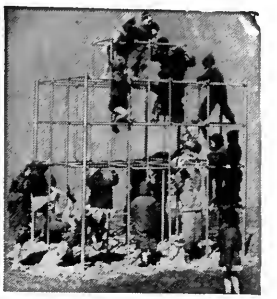
* *Adventuring in Nature; The Camp Program Book; A Nature Bibliography;* and *Nature Games for Various Situations,* NRA publications, are a few of them.

Recipe for Program Preserve

Ingredients: People
Interests
Facilities and Materials
Leadership

Pour ingredients into group situation. Mix well till group interests appear. Weigh interests to keep program balanced. Stir continuously with guidance. Leadership will keep pot boiling and preserve program. Serves any number.—Henry T. Swan, *Superintendent of Recreation, Parks and Recreation Department, Phoenix, Arizona.*





OUTDOOR MODEL For elementary school children of all ages; steel construction, 8' 4" long, 6' 3" wide, with 10' 6" tower.

INDOOR MODEL For young children; hardwood construction, 5' 0" square, with 6' 9" tower. Slide 16" wide by 7' 10" long, optional.

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HAPPINESS Through Recreation

The Detroit Plan for the Retarded Child

John J. Considine

In the last few years, recreation departments in a number of communities have instigated special programs for that neglected group—retarded children. The following article is so heart warming in its philosophy, and so sound in its planning for this group, that we reprint it in full, hoping that it will help other departments include retarded children in their services. It originally appeared as a mimeographed leaflet.

STRICTLY speaking the "Detroit Plan" isn't any plan in the accepted sense. It follows no critical or academic pattern with fine technical terms.

The Detroit Plan is nothing more than giving the retarded child an opportunity to be happy, to feel that he belongs, that his rights are the rights of the normal youngster.

There is no room for pity or segregation or hidden shame. The Detroit Plan is a program built on love and understanding, on thoughtfulness and encouragement. It decries emphasis on abnormality and has little tolerance for the patronizing attitude.

Retarded children, we feel, should be treated as normal children. They have the eyes, the hands, and the hearts of normal youngsters, *and* — they have souls. Theirs should be a natural part in any day's program. They should not be denied the color, life, and healthful circumstances that surround the average child.

Pursuing this line of thought, the Detroit Department of Parks and Recreation was only too happy to place its facilities at the disposal of the Detroit Association for Retarded Children and all the parents of such children in the metropolitan area. Progress began in a large way three years ago when a distressed mother appealed to the department. "Couldn't something be done," she asked, "about a place where my child might play like any other child but not as hard at it? Couldn't she join other such children in pleasant games?"

The appeal was not long in taking practical form. It was an opportunity to enlarge our objective in taking care of all children regardless of involuntary predicament.

First a suitable center had to be established. A fine, old residence, set amid beautiful surroundings in Rouge Park along the winding Rouge River, was selected. Alterations were made, the kitchen enlarged and modernized, and furniture built to fit the youngsters.

A play leader, without professional psychological background, was selected; the mothers were organized; and a program schedule was worked out. Soon these once-neglected youngsters were romping in spacious rooms with well-lighted surroundings, and when lunch time came they lunched in groups in party style.

They walked in the fields and enjoyed the myriads of trees and leaves, birds and flowers. They became attached to a goat, a duck, a pig, or a lamb that the department provided. They swam.

This assembly of children became a new investment in happiness. They learned to have something—something interesting—to do and their mothers were relieved with a free day at home.

They hiked in the woods and stayed together just like any hiking club, and they had our nature study man to lead the way. They picked up a toad or a leaf or a flower along the way and when they were back they were tired, but they would sleep in happiness.

Earle Rissmann was the leader selected for this experiment in living and he is now the director of the fully developed year-round activity program. Assisting him are Lorraine Davis and Arthur F. Clayton. The original center has grown to three thoughtfully equipped establishments in widely separated parts of the city. A day at one of these centers runs something as follows:

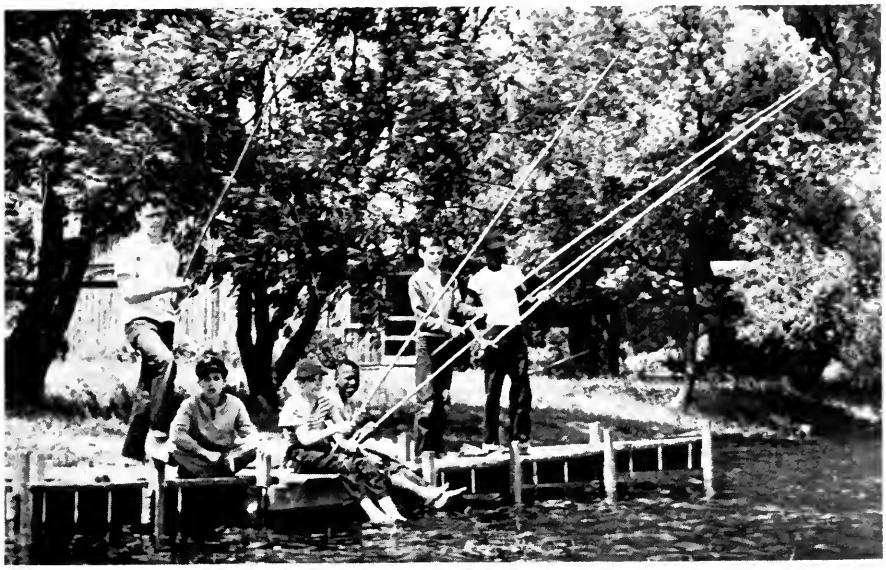
The morning starts with a ceremonial flag-raising. New children are introduced and any birthday or very special event is happily celebrated.

Group singing is then enjoyed and this is participated in by the parents who have brought the children by volunteer car pool. Some of them remain in the park to help the leaders, to lend an additional hand and to provide transportation back home.

The day program runs from ten in the morning till three in the afternoon. A hike usually follows the flag-pole rites. Needless to say, appetites are stimulated for the lunch that follows. Then there is the good sleep and rest. In the afternoons there are suitable games, perhaps a storytelling session, and, of course, lots of toys for learning hands.

Games may be a variation of Hot Potato, or there may be marching or rhythm drills for the younger groups. The older children are encouraged in volleyball, badminton, softball, and pingpong. This group activity generates social contacts and neighborliness denied the youngsters in the days when the frightful veil of secrecy screened

JOHN J. CONSIDINE *is the general superintendent of the Detroit Department of Parks and Recreation.*



Sextet of boys angle from dock of Brighton Recreation Camp. The age of campers attending year-round program ranges from six up.

In the swim! Retarded children should not be denied all the color and fun which a normal child enjoys as a mere matter of course.

Mentally retarded children learn interesting things to do while at camp. Northwest Child Rescue Women assisted 130 last year.

them from society.

Crafts are not forgotten. Some make leather purses, others work on simple plastic weaving. Others frame pictures with wool yarn and color pictures of their own gay imaginations.

When the day is ended there is a closing ceremony and the pledge to the flag. There are leave-takings and the prospect of a pleasant tomorrow.

This is what happens in the summertime. Winters are not too different, but the programs are more fixed and call for close planning between leaders and parents.

The parents are called upon to help plan and assist in the activities. Leadership is delegated to a committee of five mothers, and each member is assigned a day during which she is in charge of the other mother assistants. There are usually five such mothers each day at a center.

These mothers look after the wardrobe needs, lunches, and rest periods. They also help the juniors in group play. This is usually accomplished by means of drills, color matching, counting, singing, and other play.

The senior group is immensely proud of its craft activities, which are just as varied as any typical craft program normal children enjoy in a recreation center. They have worked in woodcraft, ceramics, oil painting, papercraft, and have made items for Christmas and other holiday decorations.

Once a week the older children swim in a community pool. They receive lessons, are enthusiastic, and disport themselves as any other youngsters.

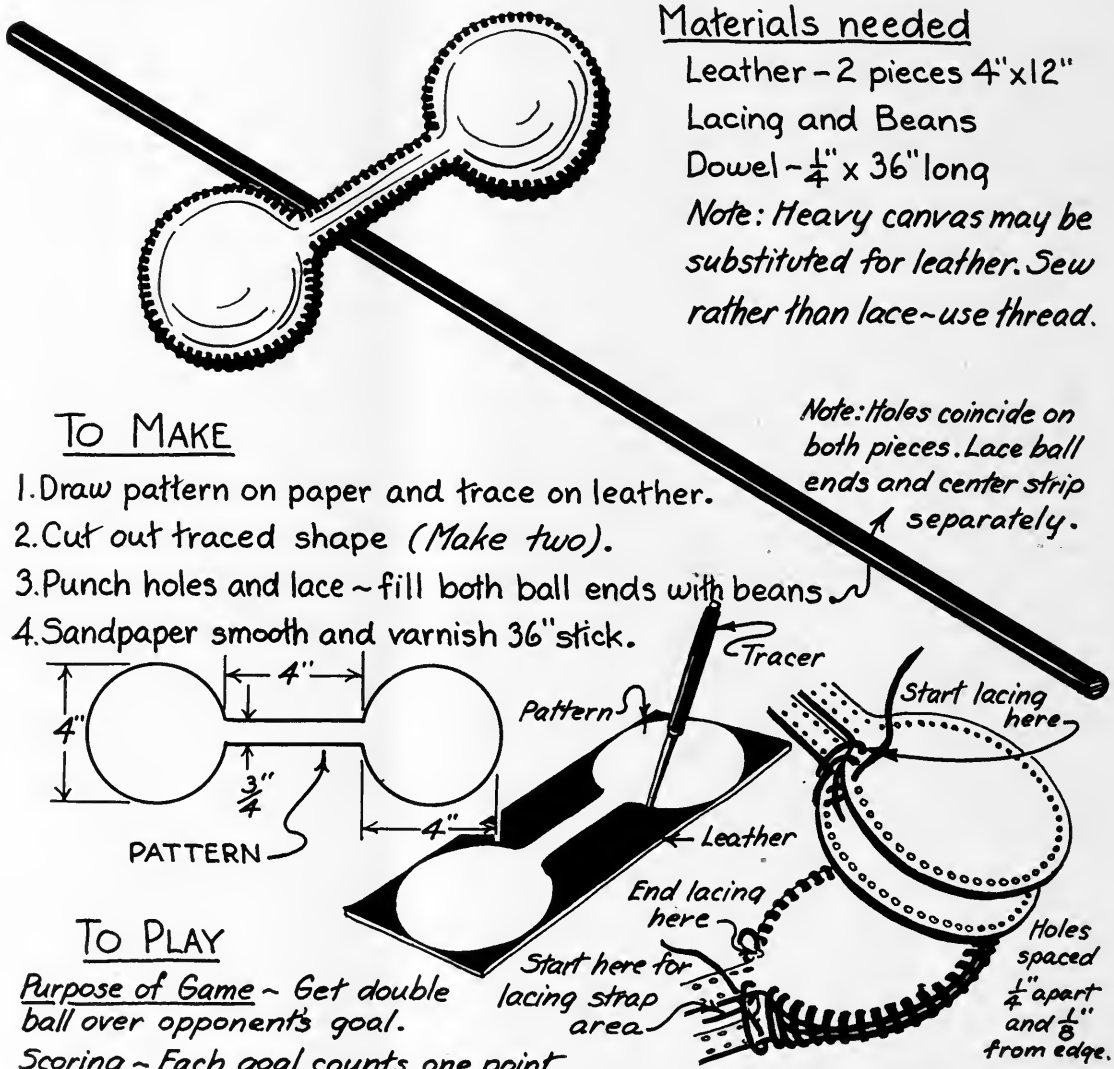
So that is the Detroit Plan—a story for a five-year-old that a five-year-old enjoys and a game or a craft for an older lad, a frolic down a lane, some work in a garden beside a parent who conveys progress to the child as he helps prepare the earth and the flowers that grow from it.

The plan still leaves responsibility with the parent through his participation in the program. But there is mutual recreation made doubly important because it is compounded of love and cooperation and understanding.

Our hope is that its seed be planted through this vast country of ours whose founding creed beckons us all to be equals in our pursuit of happiness.

How To Do It! by Frank A. Staples

Indian Game of Double Ball.



Materials needed

Leather – 2 pieces 4"x12"
Lacing and Beans
Dowel – $\frac{1}{4}$" x 36" long
Note: Heavy canvas may be substituted for leather. Sew rather than lace – use thread.

Note: Holes coincide on both pieces. Lace ball ends and center strip separately.

To Make

1. Draw pattern on paper and trace on leather.
2. Cut out traced shape *(Make two)*.
3. Punch holes and lace – fill both ball ends with beans.
4. Sandpaper smooth and varnish 36" stick.

To Play

Purpose of Game – Get double ball over opponent's goal.
Scoring – Each goal counts one point.
Players – Any number from four up determined by size of field.
Field – Any size with goal line at each end and a field center marker.
Method of Playing – Throw and catch double ball with stick.
Playing – Two opponents face each other in center of field, other players stand any position. Referee tosses double ball in air between centers who try to catch it on their stick and throw it to a teammate. Play continues until goal is made.

SPORTS GAMES

Mushball

THIS IS A COMPETITIVE game which was successfully revived in Vancouver, Washington, in 1947, by Carl Gustafson, athletic director, for the purpose of giving older men a chance to participate in active sports.

Similar to softball, it is played with a ball fourteen inches in circumference —which cannot be hit too hard or far.

The pitching distance is thirty-five feet. The pitcher delivers the ball at a moderate speed but is required to give it a slight arc—of approximately a thirty-degree angle and not to exceed eight feet in height. If the ball is thrown too fast, it is an illegal pitch. This is determined by the umpire. There is no walk in Mushball, and every pitch must be completed. A complete count equals five balls and three strikes.

Base running is the same as in softball. Base runners cannot lead off until the ball leaves the pitcher's hands; and unless the batter has legally hit the ball, they cannot continue but must get back to the original base. A play is not over until the ball is under control by the infield. If a runner has started before the ball gets under control, he may continue at his own risk, but is subject to being tagged. No bunting or sliding is allowed. After a flyball is caught, a player on base may tag base and advance; but he cannot run on overthrows and passed balls from the infield. If a foul tip goes over the batter's head, and is caught, the batter is out; and it is an automatic out if any runner is off base. A runner may advance only one base on outfield overthrows.

There are at least eight, but not more than ten, players on a team. The age of the players ranges from thirty-five up; however, two players may be under thirty-five, but not less than twenty-five. Seven innings constitute a game.

The batting "T." The base takes the place of home plate. A series of ten holes are bored along its sides and in the middle, into which flexible rubber-hose uprights in a number of different lengths are adjusted.

Our league last year consisted of twelve teams, playing one night a week and, approximately, twenty-two games a season.

We played for fun only; therefore, the feeling on the diamond was one of fair play and good sportsmanship. There were very few arguments and we always had a competent umpire to settle any issues which might arise.

We hope that other athletic directors will like our game and sponsor it into a nationwide sport.—CREIGHTON SANDERS, *Vancouver, Washington.*

Using the Batting "T" With Small Fry

IN THE first year of our baseball school in Wyandotte, Michigan, approximately ninety boys participated. The problem was to speed up the game and to have all the boys get a chance to play. Thus the idea of a batting instructor came into being. This piece of equipment is called the Tru-Swing Batting Instructor or the Batting "T." Using the Batting "T" increased the participation to over two hundred boys the second year and to over three hundred boys the third year.

How It Is Played

The catcher controls the game once the batter steps into the box. He may place the ball in the center of the hose or on the inside corner of home plate or on the outside corner of home plate. The batter must not change positions in the batter's box. The pitcher is in the pitcher's box and goes through the motion of pitching. The catcher will follow up the pitch by telling the batter when to swing. Photograph shows the

One of Vancouver's mushball teams. Note that the batboy, in foreground, holds regular-size ball beside the larger one used here. This game was introduced in that city in 1947 to give older men a chance in active sports.

boy hitting at the ball. If a batter misses the ball and hits the rubber hose, it is a foul ball. Three such foul balls and the batter is out. Picture also shows the proper stance at home plate, and how to meet the ball on the swing.

The Game Itself

Simple rules were improvised:

1. Any number of players can play. We have twenty boys on a team playing the game.

2. There is no bunting. A batted ball hitting the rubber is a foul ball; but if the ball is caught in the air, the batter is out.

3. There are no strike outs.

4. The batter is out if he throws the bat after swinging and hitting the ball.

5. Base runners are not allowed to lead off base.

6. Players can score from third base only on a hit ball.

7. The game is played on a regulation softball diamond.

8. All other baseball rules in the official rule book predominate and control the game.

How Important Is This Development to the Youngsters

1. The game is speeded up. Where it took three hours for four innings it now takes one and one-half hours for nine innings.

2. The fear of being hit by a pitched ball is gone.

3. The boys are taught the proper way to run bases.

4. The boys learn to bring the ball in by relays from the outfield.

5. It gives the boys confidence because they play and take part in the game all the time.

6. The two important things in baseball are to keep your eye on the ball and the proper swing in batting. These things are developed in this game too.

7. The boys get the athletic bug and keep it. They continue to play and go on into the higher age groups.

Leadership and How to Get Along with Other Boys

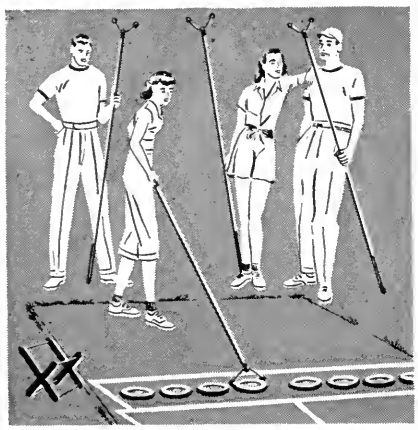
1. The boys are taught responsibility.

2. They learn how to play with other boys.

3. They learn sportsmanship.

4. Above all, character building of the right type is brought out at this early age, and the youngsters will find it very valuable and useful later in life.

This game is important to any community that is running a recreation program. Without it they are forgetting the youngsters. With everyone playing in this game no one gets discouraged. Major league names are given to the various teams. The will to play is always there.—BENJAMIN F. YACK, *superintendent of recreation, Wyandotte, Michigan.*



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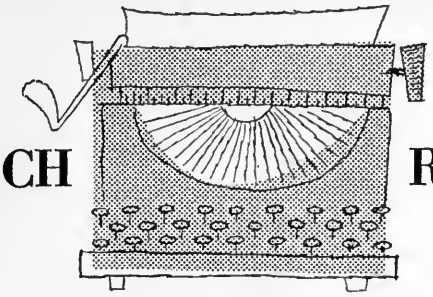


RESEARCH REVIEWS AND ABSTRACTS

George D. Butler

Recreation Opportunities in Kansas

The December 1954 *Newsletter* of the Kansas Recreation Association records the findings in a study of the recreation opportunities provided by Kansas communities during the summer of 1954. Reports were submitted by seventy-eight communities, all but eight of which reported one or more recreation activities.

Thirty-seven cities reported 191 supervised playgrounds with a total enrollment of 43,141 children: 17 cities operated them mornings and afternoons; 16 cities operated them only half-days; 4 cities operated some full-days and others half-days. Twenty-two cities operated their playgrounds for an eight-week season, 15 others for a nine- to twelve-week season. Only one city reported a playground season of less than eight weeks.

Baseball and softball were reported separately: 62 cities reported 798 baseball teams with 13,914 players involved in 6,868 games; 35 cities reported a total of 624 softball teams for boys and men with 7,006 players. Of these cities, 18 also reported 124 girls' softball teams with 1,610 participants. The figures gathered indicated that baseball was predominantly a boys' activity in Kansas while softball was predominantly a game for men.

Among the other activities, the most popular from the point of view of the number of cities reporting was horseshoes, followed in order by fishing derby, dramatics, kite flying, and track meets. The largest number of participants —14,788—was reported in the fishing derbies, followed by track meets, kite flying, dramatics, and horseshoes.

Data were also gathered with reference to activities in which instruction was offered. Band led in the number of cities reporting instruction, followed by swimming, tennis, crafts, archery, golf, and baton twirling. The largest number of participants, however, was reported for swimming—18,736—followed by crafts, dancing, archery, band, golf, and tennis in the order named.

The same *Newsletter* reports the results of a salary study in Kansas cities, 16 of which reported. The salaries paid the superintendents of recreation varied from $4,500 to $7,500 with an average of $5,360. Thirteen Kansas cities reported full-time superintendents. The average car allowance was $44 per month; the average sick leave, two weeks; the average vacation period, two weeks.

Playground Apparatus Use in California Schools

"The Uses of Playground Apparatus in Selected California Elementary Schools" is the title of a doctorate thesis submitted by Percival M. Bliss, general supervisor of the San Jose city schools, to the University of California at Berkeley. The purpose of the study was to determine how desirable and effective is the playground apparatus commonly used at elementary schools. The results of his study were obtained from questionnaire replies received from 214 schools in the San Francisco Bay area counties and from visits to 50 of these schools, all of which have playground apparatus and a minimum of seven teachers.

The major findings and conclusions were:

- Although considered desirable, play apparatus falls short of its potential contribution to the school program.
- The educational effectiveness of apparatus in use is largely dependent on the amount of planned, skillful teaching given children in its proper use.
- Play equipment as currently used only partially meets general objectives and purposes of modern elementary education; it best meets those which relate to the child's growing responsibility in social relationships, and his desirable physical development.
- The appeal of apparatus to younger children is strong particularly items which give a thrill from active use.
- Non-standard items of play equipment, though not well known to school administrators, apparently stimulate creative, dramatic, and imaginative active play.
- The principal has primary responsibility and exercises the greatest influence in planning for new apparatus.
- No one type of material used for surfacing under apparatus is best, and no material prevents accidents.
- Teacher effectiveness is handicapped by inadequate education in the use of physiological and sociological effects of play as motivating forces in the school program.

Playground Accident Prevention

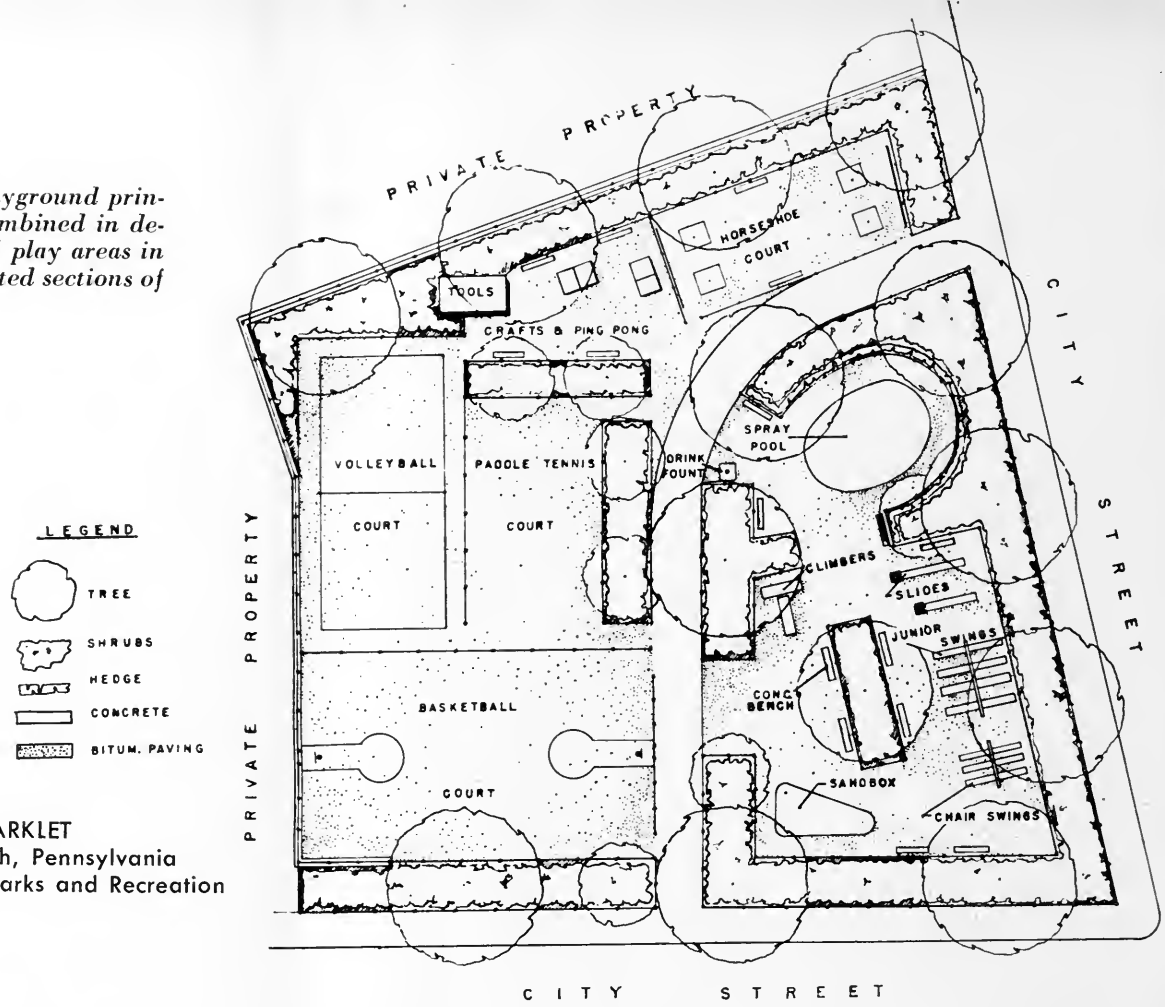
Safety Education for January 1955 contained an article reporting on the detailed accident records that have been compiled by the Los Angeles City School District. It also recorded the experiments made on school playgrounds with reference to care and use of apparatus and surfaces under them.

The four conclusions reached by the staff as a result of its observation and experiences are:

1. Supervision and education are the most important factors in accident reduction.
2. Sand under apparatus is not the answer to the prevention of head injuries.
3. Some substance which will cushion the fall without rebound and within the limits of deceleration which the human head can stand should be installed under all apparatus used by elementary school children.
4. Blacktop is the most suitable substances yet developed for the general play area.

Mr. Butler *is director of the NRA Research Department.*

Park and playground principles are combined in designing small play areas in overly congested sections of this city.



TYPICAL CITY PARKLET
City of Pittsburgh, Pennsylvania
Department of Parks and Recreation

PARKLETS in Pittsburgh

Robert J. Templeton and Allen E. Risendorph

A PARKLET is a neighborhood play area, built under space limitations, designed to be as attractive as possible to the user and a credit to the neighborhood. A parklet is an attempt to combine the aesthetics of a park with the utility of a playground. Since there is nothing new under the sun, we do not claim that the idea of the parklet is original with the city of Pittsburgh, but we have not knowingly copied the idea from any other municipality in the country.

In planning the layout of the parklets, we tried to cover family recreation activities by having available facilities that would take care of the adults as well as the small children. We felt that parents would enjoy sitting in the shade of a tree while their children played on various types of equipment.

A children's play area in a park, with the play apparatus placed on grass-covered areas among trees and shrubs, can be, and often is, a thing of beauty, attractive and inviting. It has its place in the over-all park and recreation program, but it does not answer the problem of taking care of the youngsters in a heavily populated area, where there are no parks.

In Pittsburgh for many years the problem was answered by taking any vacant area, often less than an acre, leveling it off for play purposes, surrounding it with a fence, and calling it a playground. It was usually dusty or muddy, and the smaller children fared rather badly in the competition that invariably ensued between the boys who wanted to play scrub baseball and the little ones who wanted to use the play apparatus commonly placed in one corner of the area.

It wasn't safe for the smaller children, and it wasn't long before they were chased off the playground by the older boys. Later these same boys were often forced off by older teen-agers who also wanted to play ball and who were able to hit the balls over the fences, meaning broken windows, damaged roofs, and further neighborhood disturbances.

In 1947 the parks bureau and the recreation bureau were united into a parks and recreation department for the city of Pittsburgh. This was an opportunity for the cooperative meeting of minds in a way that had not been possible be-

ROBERT J. TEMPLETON *is superintendent of grounds and buildings and* ALLEN E. RISENDORPH *is superintendent of recreational activities, Department of Parks and Recreation, Pittsburgh.*

fore, and the solution of many mutual problems was undertaken. One of the problems studied was that of children's play areas, and we found that it was possible to combine both park and playground principles in designing a play area.

The first parklet was built as an experiment on an existing small playground in a residential area with an ordinary quota of children. Its success was instantaneous and it attracted city-wide attention. It looked good, it worked as planned, and the idea behind it attracted the active financial support of a civic-minded industrialist.

The second and third parklets were built on former school sites in the really heavily congested Hill District of Pittsburgh where the parklet idea was to get its severest test. The fourth and smallest parklet to date was constructed on three vacant lots in a tightly built residential area.

The city now has fourteen parklets.of various sizes and of various degrees of complexity. These range from the smallest, which has an area of only 7,500 square feet, to the largest with 24,000 square feet. Even the largest is small by all recreation standards, but it must be remembered that they are being built under real space handicaps. They are not cheap in terms of dollars, as the costs have ranged from $6,300 to $23,-500. As long as they work, however, and provide the answer to the congested neighborhood recreation problem, we believe the money will have been well spent.

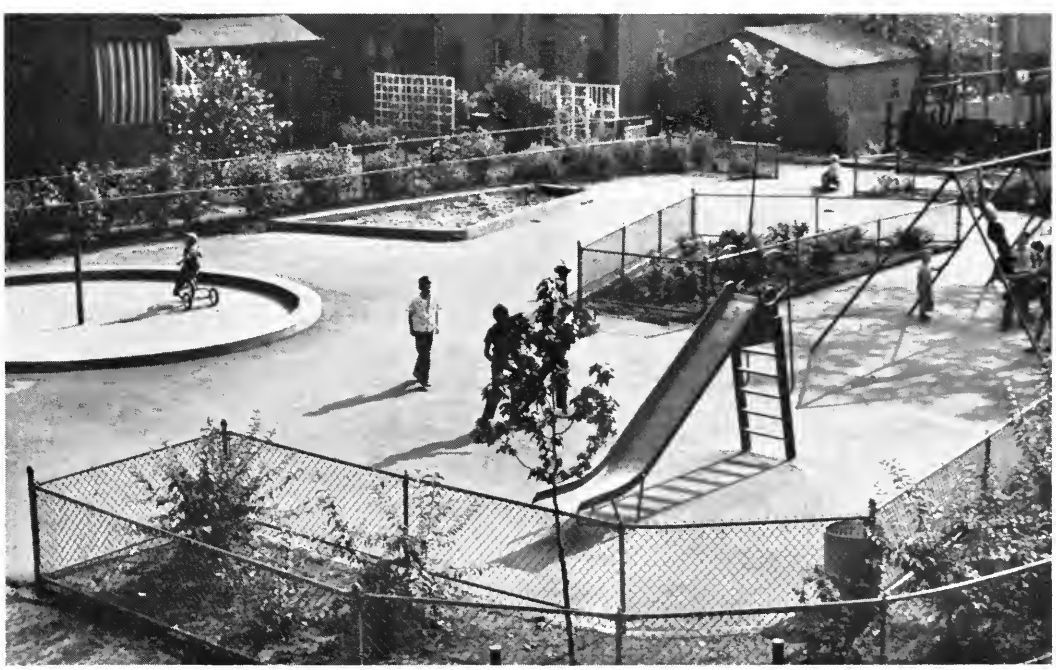
The money has come from several sources. The city itself has furnished the land, with the cooperation of Allegheny County and the Pittsburgh Board of Public Education, and has developed four of these parklets. In four cases the city has bought or furnished the land while private individuals have generously paid the costs of construction. In one neighborhood, adjacent to an industrial area, the various industries and businessmen banded together and bought the necessary ground and then turned it over to the city which paid for the construction.

Each parklet has posed an individual problem in design which has been complicated in almost all cases by difficult topography. Pittsburgh, as you most likely know, is a city of hills and valleys with little flat land. Also, it naturally follows, the best land is built on first—so the areas left where we can find vacant space are frequently very difficult to develop. One parklet area, 170 by 180 feet, has a grade difference of thirty-six feet from the high to the low corner.

The grading requirements usually determine the maximum amount of flat, usable play space that we can obtain from a given area. We then decide whether the playground should be developed on one or two levels. One level is considered the best solution, when possible, and all the facilities are then placed in what we think is the right relationship. When two levels are necessary, one is designed for the smaller children and the other for teen-age and perhaps adult use. This complicates the supervision problem, but in some ways it helps because it separates the older and younger children.

This planning of levels is often a fascinating study as it is frequently amazing to see how areas can be floated up or down, within limits, to achieve a desired result such as level access from the street sidewalk to a play area at the proper point. In all cases, we have managed to have at least one entrance to the small children's playground so graded that mothers with baby buggies and small children will be able to enter without climbing dangerous steps.

The supervisory problem has been solved by having the maintenance personnel on duty from early morning until the middle of the afternoon and the recreation leader on duty from the middle of the afternoon until dark. Because of their locations these areas are open seven days a week from June through Labor Day. In May and the balance of September the recreation leader does not go on duty until after school is closed in the afternoon, but



This parklet demonstrates what can be accomplished with a small space within a congested locality. The fourteen parklets, vary in size from 7,500 up to 24,000 square feet.

the regular summer schedule is maintained on Saturdays and Sundays. This enables the leader to properly adjust the needs of the various age groups, up to and including the adults, in a well organized and planned program.

We feel that this cooperative work between the grounds and buildings bureau and the recreational activities bureau has done a great deal to mutually cement proper understanding between activities and maintenance personnel. All play areas are solidly paved for ease of maintenance and a longer season of use. In the small children's area, the play apparatus is placed with the idea that one person can keep it under control during heavy playtime.

In selecting the type of play equipment for these grounds, two considerations are vital to our thinking. One is maintenance and safety, and the other is usability. We have made it a point in the past few years to have no swings, slides, or other apparatus higher than eight feet. The slides are of stainless steel and are six and eight feet in height. The swings are regular and baby types with a maximum height of eight feet. The sandbox is of concrete, constructed with proper drainage. A "catwalk," either in one or two units, is never over seven feet and is provided for climbing exercise and shoulder development.

The spray shower, with a rough concrete base to prevent slipping and consequent falling, is often placed in one corner and is usually located at the lowest corner so that if the drainage is stopped up, the resulting overflow will go directly into a gutter or drain and not flow over the play area. The reason for the spray shower rather than a wading pool is twofold: first, it eliminates the necessity for additional chlorination and filtration; and, second, it reduces the amount of supervision necessary. The small children seem to have as much fun running in and out of a shower in safety as children in general do playing in a very shallow wading pool.

The sandbox is preferably placed away from the spray pool for many reasons. Swings are best placed along one side with the idea of eliminating the passing of children behind or in front of them as much as possible for safety reasons. Slides, climbers, craft tables, and so on, are located so as to interfere as little as possible with the necessary traffic, with enough benches placed for the convenience of mothers or watchers.

Proper planting for aesthetic and for practical reasons is a very necessary part of every parklet. Naturally, all surrounding slopes are covered with shrubs and ground covers and interplanted with properly placed trees. Even where there are no slopes, however, we consider it essential to provide a band of planting around each play area to insure the green effect which is the trademark of the parklet.

Planting is also used to form individual spaces for various forms of play and, frequently, to separate one piece of play apparatus from another. These interior plant beds break up the playground so that it cannot be used for ball play, eliminate the barren feeling that you get from an unbroken paved play area, and also provide the opportunity to place shade trees at desired points for the physical protection of playground users.

Our experience with planting around playgrounds was very sad until we decided to fence every planting area regardless of location. We use fences extensively for both the safety of the visitors and for plant protection. These fences which surround the planting area are also used for traffic control to prevent accidents by children running in front of or into swings and slides, as well as for general beautification and protection of the entire area. These fences are usually low, three-foot chain-link fences with the wire fabric inverted for safety reasons; that is, with the rounded edge up and the pointed edge down. Naturally, the plantings are kept very simple, and only what we consider rugged material is used.

Up to now I have described the basic and minimum parktet. Where space is available and desirable, we provide play for older children such as a basketball court, a volleyball court, a paddle tennis area, table tennis or ping-pong tables, and horseshoe courts. Some of these games require higher fencing, up to fifteen feet, but at all times we endeavor to maintain the parklet atmosphere with surrounding and separating planting. As you can see from the list of facilities available, an attempt is made to cover in a modified way the recreation needs of the family.

The parklet plan has been adopted by another local organization. The Housing Authority of the City of Pittsburgh has included a parklet type of children's playground in the last two of their developments, in addition to landscaped tot lots. It might be noted here that the department of parks and recreation was asked to cooperate very closely in the planning and design of these parklet areas so that they are of the same type as ours and embody the same features.

We believe that our efforts to produce workable neighborhood play areas have met with a considerable degree of success. We tried things on our first parklet that we would not think of trying now, and we are constantly learning what we can or cannot do. In observing the usage of these parklets, our feeling is that the beautifying of the area through the use of plant materials reduces the destruction often present in barren play areas. The parklet, in our estimation, means more safety and increased recreation for all of the citizens in a given community.

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ORGANIZATION of SERVICE to SENIOR CITIZENS

Karl F. Edler

The Omaha Senior Citizens' Program is a new advisory service available to homes for the aged, churches, public and private welfare agencies, group work and recreation program agencies, service clubs, and organizations who wish to sponsor activities for older people. Sponsored by the Community Services and the Park Recreation Commission, this provides information and consultation on activity organization, promotion, supervision, finance, facilities and participation. In addition, the Omaha Senior Citizens' Program sponsors a limited number of activities that are city-wide in nature for the older people.

During 1948 many recreation and some welfare authorities throughout the United States operated programs of activities for older adults. The idea was not entirely new, but most cities were just recognizing, for the first time, the necessity for a well-organized approach to leisure problems of oldsters.

Things were different in Omaha. A small group sponsored by the alumni association of a local university was initiated that same year. Called the Best Years Club, it devoted regular meetings to discussions based on problems of approaching old age. These were led by local authorities in gerontology and attended by a number of professional and business people. The local Council of Jewish Women organized and sponsored a Golden-Age Club and met with moderate success. The idea was just beginning. . . .

By 1950 the idea had been discussed among executives of several agency members of the group work division of United Community Services. At a division meeting, the film *Life with Grandpa* was shown, with an inspiring talk. The division decided to take on as a project the stimulation of programs of activities for older adults. A committee was formed, and its first recommendation was that a definite pilot project be undertaken. In May of 1952 the first senior citizens' handicraft exhibit was sponsored as a part of the Omaha Home Show.

Interest among exhibitors (limited to those over sixty) and viewers was heartening. The committee went back to work with renewed vigor. Programs in other cities were examined. Open meetings were held and were attended by agency executives and board members, superintendents of homes for the aged, physicians, old age assistance workers, and interested laymen. After many sessions a series of recommendations were made:

1. That a city-wide decentralized recreation program for older persons in Omaha be established on a demonstration basis, not to exceed three years. Activities under this program should be carried on by all public and private recreation and group-work agencies, in homes for the aged, nursing homes, and in other places such as schools and churches which lend themselves to such activities.

2. That the project be set up with a view of its becoming permanent at the end of three years (December 1955).

3. That a qualified person with experience and background in recreation for older persons be hired to direct the project.

4. That the director of the project be responsible to an executive board of seven members, one of whom should be the superintendent of parks and recreation. The secretary and chairman of the group work division should be ex-officio members of the board.

5. That an advisory committee of approximately thirty members from agencies, central religious groups, and club federations be formed to aid in interpretation of the project to the community.

6. That the office of the director of the project be located in the parks and recreation department.

7. That, if free space for housing the director can be obtained in the parks and recreation department, the cost of the project during the first year of operation would require approximately $7,500.

KARL F. EDLER *is director of Omaha Senior Citizens' Program, which is sponsored by the United Community Services and the Omaha Park and Recreation Commission.*

8. That the Community Chest be requested to provide $5,000 and that the park and recreation commission be asked to provide the remaining amount needed, not to exceed $2,500.

9. The director's job should be:

a. To provide, with the chairman of the executive board, for meetings of the board and the advisory committee.

b. To interpret the need for senior citizens' social programs in Omaha to agencies and organizations and to the public at large.

c. To provide a consultive service to Omaha agencies and organizations interested in provision of activities for senior citizens.

d. To provide some events, city-wide in nature, to be participated in by the older community.

The recommendations of the committee were approved by the group work division, and subsequently by the Community Chest and the park and recreation commission late in 1952. A trained person to head up the project became the object of a search which lasted nearly a year. During this time the second senior citizens' handicraft exhibit was sponsored and became a success through the efforts of the secretary of the group work division.

The Omaha Senior Citizens' Program has operated *with a full-time director* for nine months. [As of May 1954—Ed.] Progress is largely intangible. There are, at the present time, several clubs for older people in town, with a total membership of 1,569. The four clubs sponsored by group work agencies have a total membership of approximately 200. Other agencies are at the point of provision of leadership and planning for programs. One or two programs of a special nature have been sponsored and participated in by local homes for the aged.

There are three jobs which must be accomplished to insure a coordinated growth of senior citizens' activities:

1. Education of the community at large to recognize social needs of seniors and the value of organized social programs to meet these needs.

2. Education of agency and organization executives, officers, and staffs to accept the responsibility for initiating their own senior citizens' activities and retaining them as an integral part of their program.

3. Education of community's older people to take the responsibilities of true senior citizens (i.e., to take advantage of opportunities presented them and to become once more a useful part of the community).

From a late start, Omaha has accomplished a great deal more in some ways than many other cities. Its senior citizens' program has demonstrated the effectiveness of cooperation between a tax-supported public recreation agency and a voluntarily-supported Community Chest and social planning council. We are convinced that through city-wide cooperative planning and action, initial development of services for oldsters is somewhat retarded, but that ultimate results in terms of quantity and quality of services will be much greater than any one agency, public or private, could have achieved.

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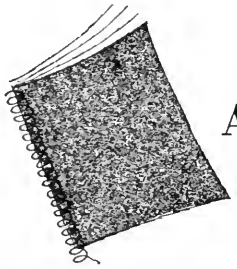

A REPORTER'S NOTEBOOK

Mr. Prendergast is shown as he was awarded the honorary degree of doctor of laws by Dr. Donald C. Stone, president of Springfield College. The doctoral hood was placed on his shoulders by R. William Cheney, dean of students.

Joseph Prendergast Honored

An honorary doctor of laws degree from Springfield College has been awarded to Joseph Prendergast, executive director of the National Recreation Association. The degree was given during a recent Recreation and Youth Leadership Institute held on the college campus in Springfield, Massachusetts. Public recreation officials from all of New England attended the institute and the convocation ceremonies.

Governor Dennis J. Roberts of Rhode Island, in the convocation address, declared that the concept that government has a duty to serve as well as protect its people "makes it natural that we should increasingly turn our efforts to a sound and comprehensive recreational program . . . Recreation is as much a part of our way of life as any other function instituted by the laws of our state."

Martha Maitre—Mobile's First Lady

Mobile, Alabama, recently named Mrs. Martha Maitre, recreation superintendent, "First Lady of 1954." The award came from the City Council of the Beta Sigma Phi Sorority. The Mobile County PTA Council also honored Mrs. Maitre with a life membership award for her "excellent service to children and youth."

During her twelve years with the Mobile Recreation Department, Mrs. Maitre has been instrumental in organizing, among other things, three clubs for senior citizens with over 210 members, an annual playground music and folk dance festival, and youth recreation councils. In addition to her professional duties, the energetic "First Lady" finds time to particpate in numerous local, state, and national organizations, as well as to manage a home and family.

Dyer Jones Retires

Dyer T. Jones, director of the Maplewood Community Service, Maplewood, New Jersey, received a number of honors upon his retirement in April after thirty-three years in recreation work in the area. The local Kiwanis Club presented him with a twenty-five year membership pin and a check at a testimonial luncheon, and the Lion's Club honored him with a dinner. He also received a recognition award at the Middle Atlantic District Recreation Conference held in Buck Hill Falls, Pennsylvania, in March.

Want to Start a Community Band?

Any community, large or small, can have its own band. The American Music Conference tells how in a new informative booklet, *Organizing a Community Band*, which cites examples of successful community music organizations, lists the benefits and pleasures a civic band can provide its community, and explains in detail the procedures for organizing, financing, and developing the band.

Available on request from the American Music Conference, 332 South Michigan Boulevard, Chicago 4, Illinois.

First "Little Theatre"

Thalian Hall in Wilmington, North Carolina, is a memorable landmark in the history of the little theatre movement in the United States. The hall, with cornerstone laid in 1855, is the home of the Thalian Association, organized in 1788 and the oldest little theatre group in the country. The building has been repaired many times, in recent years with financial aid from the city. Originally the Thalians were a dramatic club for men only. One of its actors later became a bishop. Also included in its list of members have been a governor of the state and a doctor famed as "a bold and brilliant operator" in the days before anaesthetics.

Recreation in Industry

• The recreation budget of the country's industrial firms is now twice the amount expended seven years ago, according to the *New York Times Magazine*. Altogether an estimated $800,000,000 is being spent by some 30,000 firms annually on athletic, social and cultural recreation for their employees. The companies have found that "play-as-you-go" programs pay off in improved morale, higher productivity, lower absenteeism and labor turnover.

More than 150 different activities are covered by American industry, ranging from Bible study to beauty contests, from painting to Ping-pong, from sym-

phony orchestras to sling-shot clubs. Athletics are the most popular, with bowling, softball, golf and basketball heading the list. Company bands, orchestras and glee clubs have grown so rapidly that one firm recently advertised for: "Welder who can play trombone."

• The Firestone Tire and Rubber Company, Akron, Ohio, has an employee country club with tennis courts and two eighteen-hole golf courses, a clubhouse with a swimming pool, and bowling alleys. Other activities include duplicate bridge, chess and checkers, gardening, rifle and pistol clubs. The company has a stadium used by basketball and softball leagues and for other sporting events. Firestone's new director of recreation, F. A. (Whitey) Wahl, succeeds Paul P. Sheeks, who retired last December after thirty-five years with the company.

International Note

On returning from a trip around the world, Mr. Raymond E. Hoyt, assistant regional director of the National Park Service, reports, "I found that in the large cities there were more parks and play areas equipped with play apparatus for children and game spaces for youth than I expected. In the smaller communities and rural districts, however, no such opportunities were found. It was pathetic to see so many young children working in the fields and in the shops." Mr. Hoyt visited with recreation and park officials in various countries on behalf of the International Recreation Service of the National Recreation Association.

Notable Aquatic Safety Record

Representatives of the Greater Los Angeles Chapter, National Safety Council, presented an "Award of Merit" to the recreation and park department's aquatic division in recognition of its achievement in maintaining a "no accidental drowning" record at municipal beaches, pools, and lakes during the calendar year 1954. George Hjelte, general manager of the recreation and park department, reported that 14,244,957 swimmers, anglers, and other recreation-seekers used the municipal aquatic facilities during the year. C. P. L. Nicholls is the supervisor of aquatics for the city.

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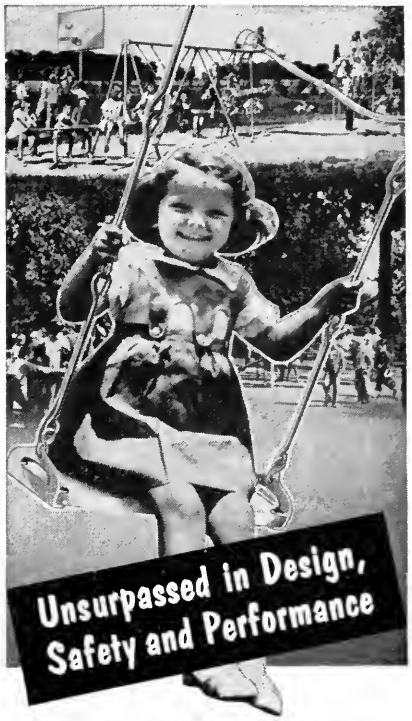

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Jay Ver Lee

As administrators, we are vitally concerned that positions in our organizations are filled with the best qualified personnel obtainable. We are not only interested in an applicant's ability to do the job immediately at hand, and to relate properly to others in the department, but are also concerned that he have intangible, basic qualities which will make it possible for him to move up the promotional ladder to positions of greater responsibility. At the same time, we want to be able to select and appoint impartially, without undue pressure from outside sources, political or otherwise.

Unfortunately, the desire for strong safeguards in the placement process in public service has sometimes resulted in testing and selection procedures that fail to produce the desired results. Because of an attempt to be entirely impartial and completely objective, some public personnel agencies have hesitated to adopt new selection techniques even where the nature of a position would indicate a specialized approach. This factor must be reckoned with in any move to materially change selection techniques in public jurisdiction.

Recreation agencies deal in services for people. The way in which a particular service is rendered depends upon the aptitudes, skills, and personality of the employee involved.

This is particularly true of the person responsible for face-to-face leadership on a playground, in a recreation center, or in a camp. Creativeness, understanding, sensitivity, and willingness to move along with a person at his own pace result in a more successful program. Absence of these qualities results in mediocrity.

Even when a person has superior basic knowledge of the mechanics of games, crafts, nature, or other activities, a lack of the intangible qualities spells the difference between a passable performance and an inspired one.

We have seen a playground program which has been functioning at a very average level of participation change to a bustling and highly creative operation by substituting a director with initiative, originality, and leadership ability. These same qualities are the ones that make a good recreation supervisor.

If we could utilize selection techniques that would give reasonable assurance of obtaining an employee with the proper basic qualities, much time could be saved for the personnel agency, the operating department, and the man on the eligible list who, because he isn't properly fitted to do the job, will probably be eliminated before his probationary period is completed.

Fortunately, very few public jurisdictions operate without some sort of a probationary period. Where selection process does not adequately test for intangible qualities, the probationary period must be considered an important phase of selection. It should be long enough to allow an adequate appraisal of the probationer, and should not be handicapped by undue restrictions against separation at any time before the period runs out.

Our need for proper testing for basic qualities is also present when promotions are to be made from the lower ranks. The need for thinking about promotion when selecting for the lower positions cannot be overemphasized.

Some agencies have been experimenting and using newer types of selection procedures which give promise of predicting more accurately how a candidate will perform on the job. The oral examining board, made up of at least three experts in the field, is being used more and more to evaluate the personality, education, and experience of the person applying for professional work. The group oral, in which as many as five or six of the candidates for a given position appear before an examining board, has been used in some localities with evident success. The interaction of candidates, one with the other, in a group situation has made possible for the examining board to make thorough appraisal of certain personal qualities. Psychiatric tests used individually or with the help of a psychiatrist on an examining board are also being used for certain types of positions. Other new techniques are under study, some of which may have value to the recreation field as they prove their worth.

Although there are other factors that will affect the quality of professional personnel, one important factor will be the extent to which we utilize techniques which will measure and predict the personal qualities that we seek in our recreation leaders, specialists, supervisors, and other professional personnel.

JAY VER LEE *is the superintendent of recreation in Oakland, California.*

* From a talk given by the author at the Conference of the California Society of the American Institute of Park Executives.

Recent Appointments

Frank A. Anderson, recreation leader, Irvington House, Irvington on Hudson, New York; *Kenneth Badertscher*, supervisor of boys' work, Recreation Department, Lancaster, Pennsylvania; *Sam Basan*, superintendent of recreation, Crystal Lake, Illinois; *Lorraine Borman*, director of teen-age center, Recreation Department, Belleville, Illinois; *Alphonse Cukierski*, superintendent of recreation, Valley Stream, New York; *Frank Evans*, director, Maplewood Community Service, Maplewood, New Jersey; *Ara Mantarian*, assistant director, Hayden Recreation Center, Children's Village, Dobbs Ferry, New York; *Richard E. Miller*, superintendent of recreation, Norwalk, Ohio; *Richard H. Miller*, director of youth center, Canajoharie, New York; *Wallace E. Morrick*, superintendent of recreation, Lockport, Illinois.

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This book is concerned with administration as it is related to the school programs of health and physical education, with implications for recreation.

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The first part of the book is written on the premise that many factors concerned with administration are governed to a great degree by common principles, which may be applied in an industrial concern, government agency, school, public health agency recreation program, physical education program, or other organization. Such factors as policies concerned with planning, human relations, and personnel are of concern to all administration, regardless of specialization. Furthermore, there are certain additional elements that are common to the areas of health, physical education, and recreation, such as legal liability, leadership, and public relations. These are also considered.

This book is written with the administrative problems in mind that confront the teacher and leader in the field. It is important that the student in training as well as the specialist on the job understand the various ramifications of such problems. An attempt has been made to write this treatise in simple, clear language adapted to the reader's experience and understanding.

This book refers to both "men" and "women." It is not confined to one sex.

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This book deals with the leisure-time activities of adolescents and adults. Education as a process is discussed only as it lays the foundation for a wide range of leisure pursuits. It is a study of what men do with time made captive through the development of the machine. It stresses the startling and disturbing fact that the great masses of men are both ignorant and indifferent to the debilitating power and influence of this new giant of commercial mass communication in our midst. The book presents a philosophy. The treatment is accumulative, but each chapter is, in a sense, a unit presentation of the problem of the use of leisure.

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Teacher education institutions will find in this book a text which can be used in courses such as camping, curriculum, or teaching methods, while it will also serve as a guide to the administrator and classroom teacher who is in service in the school camp program. The first five chapters offer information on the problems in school camping—and their solution. Chapters 6, 7, and 8 explain in detail the curriculum in school camping and its importance. The final chapter presents evaluation in a thorough and unusual way. The Appendix offers a number of charts and plans to facilitate administration.

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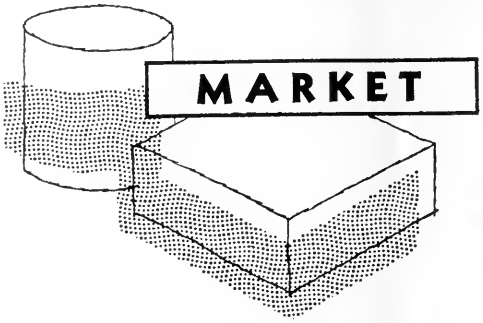

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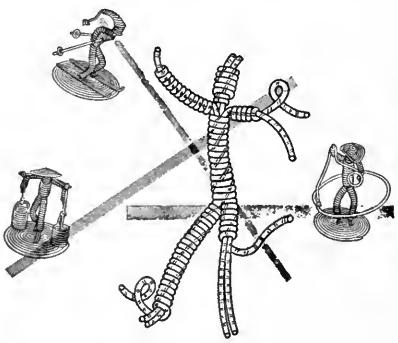

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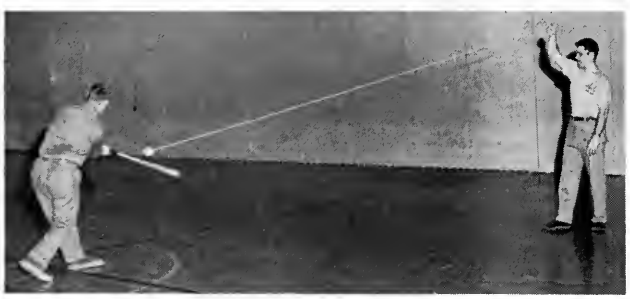

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Books & Pamphlets Received

AMERICA'S EDUCATION PRESS—Twenty-Fifth Yearbook. The Educational Press Association of America, 1201 Sixteenth Street, NW, Washington 6, D.C. Pp. 63. $1.00.

BIRD HOUSES, L. Day Perry and Frank Slepicka. Chas. A. Bennett Co., Inc., 237 N. Monroe Street, Peoria 3, Illinois. Pp. 96. $1.75.

FIFTH BOOK OF CHESS—How to Win When You're Ahead, Fred Reinfeld. Sterling Publishing Company, 215 East 37th Street, New York 16. Pp. 96. $2.50.

FUN WITH PENCIL AND PAPER, Joseph Leeming. J. B. Lippincott Company, East Washington Square, Philadelphia 5, Pp. 91. $2.95.*

GOLDEN BOOKS: BABY'S FIRST BOOK, Garth Williams. Unpaged. $1.00. NEW GOLDEN SONG BOOK, THE, Norman Lloyd. Pp. 96. $1.95. WALT DISNEY'S LADY AND THE TRAMP—based on the story by Ward Greene, Unpaged. $1.00. Simon and Schuster, Inc., Rockefeller Center, 630 Fifth Avenue, New York 20.*

GROUP WORK — FOUNDATIONS AND FRONTIERS, Harleigh B. Trecker. Whiteside Press, Inc., 425 Fourth Avenue, New York 16. Pp. 418. $4.75.*

HANDBOOK ON PAINTING SWIMMING POOLS. Inertol Company, Inc., 480 Frelinghuysen Avenue, Newark 5, New Jersey. Pp. 32. $.10 handling charges.

HOMEBUILT TELESCOPES, N. W. Edmund and Sam Brown. Edmund Scientific Corporation, Barrington, New Jersey. Pp. 35. $.40.

HOMEMADE MAGNIFIERS, N. W. Edmund and Sam Brown. Edmund Scientific Corporation, Barrington, New Jersey. Pp. 11. $.20.

HOW TO CONDENSE AND PROJECT LIGHT WITH LENSES — Project No. 9044. Edmund Scientific Corporation, Barrington, New Jersey. Pp. 15. $.75.

HOW TO MAMBO, Betty White. David McKay Company, Inc., 55 Fifth Avenue, New York 3. Pp. 48. $1.00.

ILLUSTRATED GAMES AND RHYTHMS FOR CHILDREN, Frank H. Geri. Prentice-Hall, Inc., 70 Fifth Avenue, New York 11. Pp. 196. $3.95.*

JOURNAL OF EDUCATIONAL SOCIOLOGY, THE. The Payne Educational Sociology Foundation, Inc., New York University, Washington Square, New York 3. Pp. 280. $.35.

MAKING THINGS OF PLASTIC, Lauton Edwards. Chas. A. Bennett Co., Inc., 237 N. Monroe Street, Peoria 3, Illinois. Pp. 191. $3.75.

MARINER SCOUTING. Girl Scouts of the U.S.A., 155 East 44th Street, New York 17. Pp. 40. $.60.

MOBILE DESIGN, John Lynch. Studio Crowell, 432 Fourth Avenue, New York 16. Pp. 126. $3.95.

PHYSICAL EDUCATION FOR CHILDREN, D. Cyril Joynson. Philosophical Library, Inc., 15 East 40th Street, New York 16. Pp. 215. $4.75.

PLAYS FOR LIVING AND LEARNING, Helen Louise Miller. Plays, Inc., 8 Arlington Street, Boston 16. Pp. 312. $3.50.

PRECUT HOUSE YOU CAN ASSEMBLE YOURSELF, Richard F. Dempewolff. Popular Mechanics Press, 200 East Ontario Street, Chicago 11. Pp. 128. $2.50; a complete set of ten blueprints is $12.50.

RECREATION FOR ANCHORAGE—Preliminary Plan. City Planning Commission, Recreation Planning Committee, Anchorage, Alaska. Pp. 42. $1.00.

ROUND AND ROUND AND ROUND THEY GO, Oliver Daniel. C. C. Birchard & Company, 285 Columbus Avenue. Boston 16. Unpaged, $1.00.

SCIENTIFIC BASKETBALL, Howard A. Hobson, Prentice-Hall, Inc., 70 Fifth Avenue, New York 11. Pp. 267. $4.75.*

SCORER'S HANDBOOK OF THE AMERICAN BASEBALL CONGRESS, THE. The American Baseball Congress, Youth Building, 115 West Street, Battle Creek, Michigan. Pp. 20. $.35.

SELLING HANDCRAFTS FOR PROFIT, Agnes Baumann and The Branford Editorial Staff. Charles T. Branford Company, 551 Boylston Street, Boston 16. Pp. 71. $1.50.

WING SCOUTING. Girl Scouts of the U.S.A., 155 East 44th Street, New York 17. Pp. 38. $.60.

* These publications are available from the National Recreation Association at list price plus fifteen cents for each book ordered to cover postage and handling. *Active Associate and Affiliate Members of the Association receive a ten per cent discount on list price.* Remittances should accompany orders from individuals; organizations and recreation departments will be billed on their official orders. Address orders to Combined Book Service, National Recreation Association, 8 West Eighth Street, New York 11, New York.

Magazine Articles

BEACH AND POOL, *March 1955*
Oakland's Newest Swimming Pool, *Florence V. Birkhead.*
Two Award-Winning Pools.
Pool Supervision and Safety Standards, *Charles W. Abbott.*

CAMPING MAGAZINE, *March 1955*
The Creative Approach to Camp Dramatics, *Charlotte Perry.*
How to Make Your Campcraft Program Effective, *Blackford Kough.*
How Camps Spend Their Money, *Elizabeth Frank and Norman P. Miller.*

PARK MAINTENANCE, *March 1955*
Nature's Silencer—Where Noise Disturbs the Park.
There's Doubt That Laws Making Parents Liable for Vandalism Will Work.
Mist Sprayer—Best in Tree Disease Battle.

PARKS AND RECREATION, *March 1955*
Maintenance of Park Facilities, *Mario Seta.*
The Vertical Mowing of Grass, *C. Gordon Wyckoff.*
Airports and Parks—Their Common Interest, *Fred M. Glass.*

TODAY'S HEALTH, *April 1955*
Keeping the Seven P.M. Athlete Whole, *Jean Spencer Felton, M.D.*

YOUTH LEADERS DIGEST, *February 1955*
What to Do About Vandalism. (A Symposium.)

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NEW PUBLICATIONS

Covering the Leisure-time Field

Have Fun With Your Son

Edgar S. Bley. Sterling Publishing Company, 215 East 37th Street, New York 16. Pp. 124. $2.50.

As an aid to family recreation, here is a book telling of a hundred different things which are fun for a father to do with his six- to ten-year-old boy. All these ideas emphasize things to do together rather than paying to be entertained. The author is curriculum coordinator for the elementary division of the New Lincoln School in New York City. In innumerable conferences with parents, he has been asked for suggestions to help fathers find their place in the lives of their children. Doug Anderson's amusing illustrations add much to the book.

Garden Philosopher

C. M. Goethe. Keystone Press, 514 J, Sacramento, California. Pp. 327. (This book is not for sale. Copies have been presented to many libraries and to friends.)

Out of fourscore years of living packed with service and studious reflection on the meaning of things, out of countless pilgrimages to almost every country on earth, out of visits to gardens afar and years of tilling his own plot, Mr. Goethe has distilled wisdom from the garden as applied to human life. His text and scores of unusual pictures point up this philosophy.

Out of it all comes a deep belief in the message of the garden, in cooperation as a way of life, in joy as a daily gift.

"The garden every day offers so much happiness . . . so few take time to sip."

"Is not the real task packing youngster minds with so much about the out-of-doors, they will know the meaning of 'God gave us Memory, that we might have Roses in December'?"

At one time, Mr. Goethe was a member of the board of directors of the National Recreation Association, and in some of his international tours was instrumental in helping to establish playgrounds in the Far East. — *Edna V. Braucher*, Correspondence and Consultation Bureau, NRA.

"HOW-TO" BOOKS

How To Attend A Conference

Dorothea F. Sullivan. Association Press, 291 Broadway, New York 7. Pp. 61. $1.00.*

How To Be A Modern Leader

Lawrence K. Frank. Association Press, 291 Broadway, New York 7. Pp. 62. $1.00.*

These two slim volumes were added to the leadership library of Association Press early this year. The first gives tips on how to get more out of all kinds of conferences — from the time you make your travel plans to the time you return home and want to relate your experience to your job. The second is a manual on democratic leadership in any kind of group. The modern leader is capable of evaluating and improving his own procedures and relationships, and this little booklet should be helpful in this respect.

Archery Handbook

Edmund H. Burke. Arco Publishing Company, 480 Lexington Avenue, New York 17. Pp. 142. $2.00.

This new book on the ancient, exciting sport of archery is devoted in large part to selection of equipment, bow making, how to make bowstrings, arrows and arrow-making, and how to use equipment. Archery lessons are presented by means of photographs, and archery practice and games are included. The book is profusely illustrated.

* See footnote on page 247.

Super Summer

Robert Oberreich. J. B. Lippincott Company, East Washington Square, Philadelphia, Pennsylvania.*

We are always delighted to call attention to a book by a recreation leader, especially when it is as good as those Bob Oberreich turns out. *Super Summer* is another boys' book, and it is filled with the hilarious adventures of four boys on summer vacation. Bob's last book, *The Magic Lake*, was reviewed in the March 1954 issue of RECREATION; and you may remember that he is co-founder and a director of the live-wire Madison Square Children's Theatre in New York City — and he knows his boys. He also wrote up the theatre for us, and his article was published in our November 1951 issue. His boys and girls build the sets, paint the scenery, and act in the plays, which are largely written by himself.

This new story includes a boat trip, overnight fishing, and a haunted house rife with mysterious secrets.

United Nations Plays and Programs

Aileen Fisher and Olive Rabe. Plays, Inc., 8 Arlington Street, Boston 16, Pp. 285. $3.50.

In this little volume, ideals and achievements of the United Nations are given dramatic form through plays, choral readings, poems and songs. The danger inherent in combining a message and a drama has, for the most part, been happily avoided and as a result information and emotional impact are combined in brief pictures of UNESCO, UNICEF, WHO, and other agencies.

One of the moving and remarkable sketches presents the development of human rights from the building of the Great Pyramid to the present, using techniques of choral speaking to maintain a throbbing sense of reality as the historical facts pile up.

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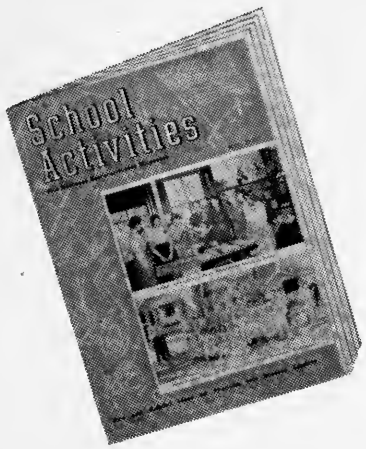

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National Sports Festival

The Festival is a national observance that will take place in many communities throughout the United States some time during the month of May. Interested persons in their respective communities will cooperate in planning and initiating activities that call attention to the values of sports and recreation in American life. Individuals and groups, at all age levels, will be encouraged to participate in many wholesome recreational activities appropriate to age, sex and physical condition. Community celebrations are to be educational and recreational.

PURPOSES

To stress the values of well-conducted sports and recreational activities in the community.

To encourage widespread interest and support in sound programs of recreation and physical education.

To introduce more and more people to the fun and recreational benefits of healthy sports participation.

NATIONAL SPORTS FESTIVAL
MONTH OF MAY

PROGRAM OF FESTIVAL

Each community is urged to develop its own program — according to its interests and resources as a cooperative enterprise involving many citizens and civic groups. A community may decide to carry out activities aimed at the above purposes in a celebration lasting a day, a week, or even longer during the period set aside for the Festival. The national sponsors suggest activities of the kinds listed in this brochure, and urge that each community program be representative of best thinking of educators, recreation leaders and other forward-looking citizens.

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For Literature and Further Information Write:

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716 Rush Street, Chicago 11, Illinois

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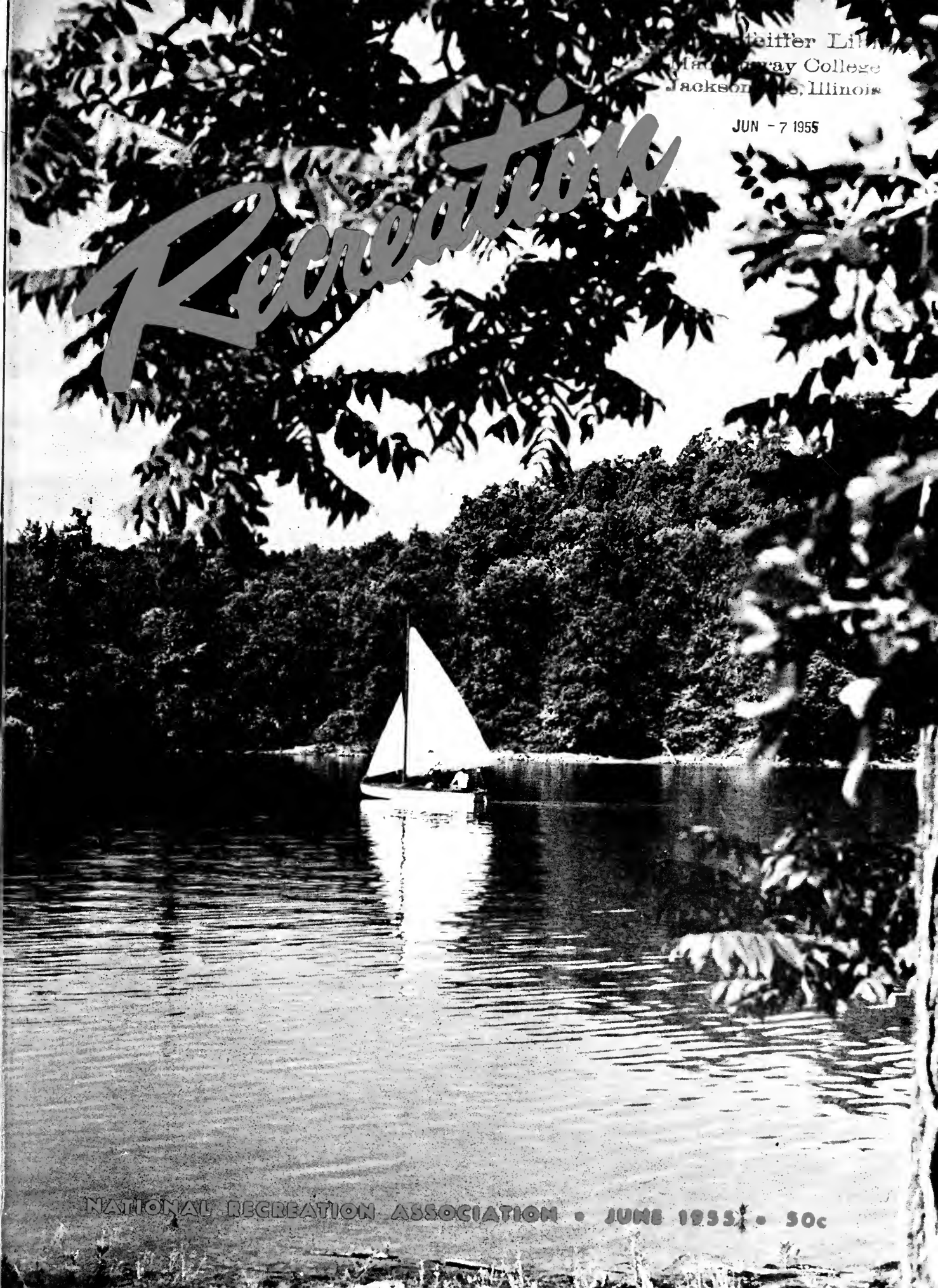

NATIONAL RECREATION ASSOCIATION • JUNE 1955 • 50c

5 ESSENTIAL PUBLICATIONS for Every Recreation Library

★ In-Service Education for Community Center Leadership (226) . . . $ .85

Life, enthusiasm, skill, and understanding brought by recreation leaders to their daily work make the community center a real asset to its neighborhood. Skilled use of every available means to improve leadership is the responsibility of each recreation supervisor and executive. A *good* in-service education program is essential. This book is a guide to such a program for *all* recreation leaders. It includes material on philosophy and practice, procedures and methods, outlines of sample meetings, materials and services for the program, and bibliography. Prepared by Donald B. Dyer and staff of the Department of Municipal Recreation and Adult Education, Milwaukee, Wisconsin, for the Committee on In-Service Training of the National Advisory Committee on Recruitment, Training, and Placement of Recreation Personnel.

★ Playground Leaders—Their Selection and Training . . . . . $ .85

A practical guide for everyone concerned with better playground programs. Why *are* playgrounds so important? Where do we find good leaders? How do we select them? Exactly what should be covered in pre-service training courses? How can we judge whether leaders are doing a good job? Answers to these and other questions are found in this book. Included are sections on: playground leadership—what to look for and where to look; preparing a pre-service training program for playground leaders; content of a pre-service training program; in-service training for better service. Prepared by Raymond T. Forsberg, superintendent ot recreation in Waterloo, Iowa, for the Committee on In-Service Training of the National Advisory Committee on Recruitment, Training and Placement of Recreation Personnel.

★ Recreation as a Profession in the Southern Region $3.75

A report of the study by the National Recreation Association and the Southern Regional Education Board. This 160-page book analyzes the full-time recreation leader and his employment in community recreation departments, hospitals and correctional institutions, churches, camps, industry, voluntary youth-serving agencies, professional education for the field, defense agencies, and state, regional and national agencies giving special services in recreation. The volume reviews the present status as well as the history of recreation leadership in the region, and forecasts a growth which will require two and one-half times as many full-time recreation leaders as now are employed. Every recreation leader will be interested in the major findings concerning needs for recruitment and for undergraduate and graduate professional education.

★ Outdoor Swimming Pools (P 228) . . . . . $ .75

This series of articles by George D. Butler (reprinted from the January, February, March, and April 1955 issues of RECREATION, covers considerations in pool planning, basic design features, and pool construction factors. The advantages and disadvantages of various pool shapes are discussed in detail, and the study also includes remarks on bathhouses, wading pools, construction, and operating costs and income, as well as a selected bibliography. When these articles appeared in RECREATION they attracted widespread attention and were highly praised; they will be useful to any recreation or park executive who is considering the construction of a swimming pool.

★ Surfacing Playground Areas (MP 219) . . . . . $ .35

The question of long-lasting, economical and safe materials for playground surfacing is of continuing interest to those charged with the responsibility for the establishment and maintenance of playgrounds. This manual (a supplement to a committee report) is an account of experiments in a number of cities in developing playground surfacing. It includes a discussion of cork-asphalt and rubberized materials.

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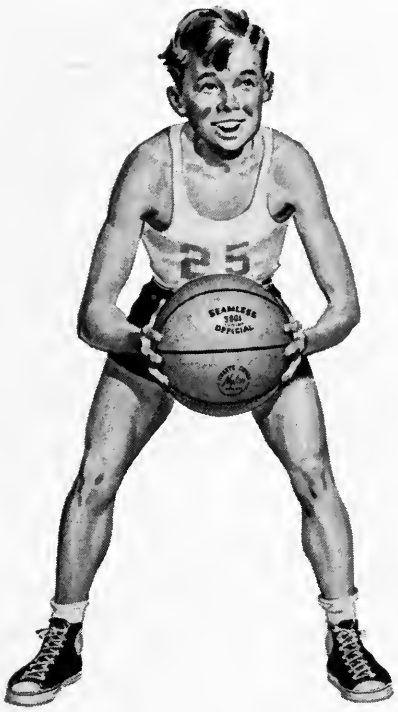

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The National Recreation Association, realizing that the backbone of the recreation movement is the provision of programs and activities that meet the needs and interests of all people, has established a National Advisory Committee on Recreation Programs and Activities. Subcommittees on Drama, Arts and Crafts, and Dance have been formed, and others are in the making. It is our hope that through these committees increased interest can be stimulated, new techniques developed, standards raised, trained leadership developed, and new material prepared and distributed.

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JUNE 1955

Recreation*

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Vol. XLVIII Price 50 Cents No. 6

On the Cover

White sails in the sunshine, making a clear mark against the blue of sky and water, the green of trees and bushes, will be a familiar scene in many camps this summer. What better way to spend a hot, lazy day? Photo by courtesy of the Missouri Resources Division.

Next Month

The September issue will have a special section carrying articles about Denver and last minute information about the Congress. Further emphasis will be placed on school-community cooperation for over-all recreation service. Two interesting articles on the subject of recreation education will be in this issue: one by Dr. Charles Brightbill, professor of recreation at the University of Illinois, and the other by Harlan G. Metcalf, chairman of the Department of Recreation Education, State Teachers College, Cortland, New York.

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Reynold E. Carlson

Editorial

CAMPING- an American Adventure

Reynold Carlson

Throughout early American history, thought and culture were influenced by the existence of an ever-present wilderness on the western frontier, beckoning those who sought a new life and adventure in a new world. Perhaps it is more than mere coincidence that, as the frontier filled in, the organized camping movement took hold and began to flourish. It may be that the camps met a need, in the lives of children, which increased as the wilderness dwindled. From a small beginning less than ninety years ago the camping movement grew, slowly at first, but gaining momentum with the twentieth century. Today, about four million children attend twelve thousand camps in our country each year.

The impact of the frontier is felt in many realms of American life, but in no other is it felt more directly than in the camping movement. Camping is an American institution with no European precedents. Through it our children may relive in their imagination the stirring drama of the western movement and the conquering of the wilderness, and may enter into the adventures of the early explorers, the fur traders, the Indians, the cowboys of the plains, and the lumbermen of the north woods.

The enjoyment of the out-of-doors is the birthright of every child. It is not meet that all of childhood should be spent on pavements, in the crowded corridors of schools, or amidst the sights and sounds of modern mechanized civilization. Something within us calls for the open, for sunshine and rain, for a chance to paddle a canoe, to swim, to fish, and to enjoy the beauty of lake, field, stream, or sunset. It is as though something from out of man's past calls back his children to renew their acquaintanceship with a world long left behind in the ascent to the comforts and conveniences of modern city living.

We Americans have a great heritage —a tradition of self-reliance, of initiative that conquered the wilderness, of democratic living, of respect for one another, of tolerance of divergent viewpoints, of recognition of the rights of both majorities and minorities, of action to accomplish our ends through democratic procedures. This is the heritage which camp seeks to perpetuate.

We have, however, inherited not only a way of thinking and doing. We have also inherited a land. Where better than in camp can children learn to love the land and the life that dwells thereon? Where better than at camp can they learn the need for wise and proper use of resources in order that those who come later will have unspoiled areas in which to live? Where better than at camp can vital lessons for conservation be learned, lessons on which the survival of our country may depend?

Camps today range from the high mountains to the seashores, from the Poconos of Pennsylvania to the Cascades of Oregon. Camping has now become a part of the program of almost every educational, religious, and recreational agency. Each camp has its own unique flavor. Most of them try to relate their programs both to the needs of children and to the lore and lure of the land on which they are located.

It has been said that the organized camp is "the wedding of recreation and education." It provides an almost ideal learning situation and yet abounds with joyful adventure. Camp is group living. Real problems of food, shelter, personal care, and program planning must be solved. Campers learn through adventurous doing; they learn to swim by swimming, to paddle a canoe by paddling, to build fires by building fires. They learn to live with others and to solve problems on a group basis while, at the same time, they consider individual needs within the group. Their close and informal relationships with good counselors can influence them deeply and can guide them toward richer personalities and more abundant living.

For a child, camping means friends, activity, and adventure. From the washing of dishes on a cookout and the construction of a check dam to the holding of an outdoor vesper service on a Sunday evening, camp is filled with opportunities for learning, sharing, and enjoying. Truly the camp experience can be a highlight in growing up and can serve to orient children to the physical world, to their individual purposes, and to group living.

REYNOLD E. CARLSON *is professor of education at Indiana University, Bloomington, Indiana.*

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Things You Should Know . .

▶ AMERICA'S TWENTY-SIX MILLION CONTRIBUTORS to local community chests and united campaigns are being asked again this year to support the National Recreation Association's special services for men in the armed forces.

For five years the National Recreation Association's special defense services have been a part of the United Defense Fund which in turn was supported by chests and united campaigns. This year, local campaigns are being asked to give directly to the National Recreation Association.

▶ THE 8TH ANNUAL CONFERENCE ON AGING, at the University of Michigan, Ann Arbor, will be held June 27-30 this year. It is a how-to-do-it conference, offering to experienced leaders and newcomers alike the opportunity to learn more about principles and techniques for developing many kinds of programs and services for the aging. For further information write to Division of Gerontology, University of Michigan, 1510 Rackham Building, Ann Arbor.

▶ POTENTIAL RECREATION USE OF MAN-MADE LAKES AND WATER RESERVOIRS is highlighted in the seventh annual report to the governor by the California State Recreation Commission. The report has been released in Sacramento to recreation officials of state and local government by Mrs. Rollin Brown of Los Angeles, commission chairman and board member of the National Recreation Association. The accomplishments in recreation services by over 240 jurisdictions, referred to for the 1953-54 fiscal year, provide a key to enrichment of community living in California. A limited number of copies of the report are available upon request at the office of State Director of Recreation, 721 Capitol Avenue, Room 609, Sacramento.

▶ THE SEPTEMBER, 1955 ISSUE OF RECREATION MAGAZINE will be the National Recreation Congress Issue carrying a Congress section which will include an article on what to see and do in the city of Denver—and on the way there; last minute news about the big meeting; a list of commercial exhibitors, and so on.

▶ ACCORDING TO FIGURES JUST RELEASED by Great Smoky Mountains National Park officials, in Asheville, North Carolina, estimated travel in the park during March 1955 totaled 84,122 persons.

▶ QUICK-THINKING RECREATION EXECUTIVES are ordering the 1955 community recreation salary report for their board and commission members as well as for themselves. Copies, under the title, *Community Recreation Salaries*, 1955, are available from the National Recreation Association for one dollar.

▶ READERS SENDING PHOTOGRAPHS TO US: *please* have proper credit line on *each one*. Also be sure to attach a line or two of descriptive information about the subject.

▶ A NEW ACTION PROGRAM this spring has been announced by the American Council to Improve Our Neighborhoods —a non-profit, non-political organization established to implement the conservation and improvement of existing housing and the clearance of slums. ACTION was formed by leading citizens throughout the country representing every segment of the population, and its program was nationally launched when President Eisenhower addressed the inaugural meeting.

Two officers, David C. Slipher and Martin Meyerson, head its field service and research divisions. Mr. Meyerson says, "The main key to the accomplishment of the ACTION program lies in effectively analyzing housing and community problems and evaluating successes and failures of the conservation and rebuilding programs throughout the country. ACTION's research division will assemble materials on proved techniques and methods required to maintain and improve living conditions in American cities and towns. In addition the division will develop a long-range program to encourage needed studies in neglected fields of research on housing and city planning." ACTION's headquarters are 2 West 46th Street, New York City.

▶ PLEASURE BOATING, according to the *New York Times* report of the January Motor Boat Show in New York City, is not only a sport and recreation, but "an attitude, a joy, a frame of mind." It goes on to say that last year, 20,000,000 Americans were owners, crews, or passengers on the country's 5,250,000 pleasure craft of all sizes—of which 4,500 are outboards.

The phenomenal rise of pleasure boating as a participant's sport has resulted in a new documentary film, *The Big Change*, produced by Evinrude (393 Fourth Avenue, New York, New York). It traces a six-year social and economic evolution in the way Americans spend their leisure time.

▶ A NEW 1955 EDITION of the state-wide *Directory of Social Service Resources in Massachusetts* has just come off the press. Listing 3,400 tax-supported and voluntary agencies covering all 351 towns and cities of the state, it not only locates these agencies but describes their program. It is published jointly by Massachusetts Community Organization Service and United Community Services of Metropolitan Boston, and sells for $2.50 per single copy or $2.00 per copy on orders of five or more copies. Orders should be sent and checks made out to the United Community Services Directory, 14 Somerset Street, Boston 8, Massachusetts.

▶ A PROGRESS REPORT of the Comics Magazine Association of America is presented in a "Comics Fact Kit," just published by the association (41 East 42nd Street, New York 17) in limited quantity. Every effort will be made to fill any requests for this. The kit has been printed for groups or individuals interested in the comic book industry's program for self-regulation.

Cleaned-up comics sporting the seal of approval of the newly formed Comics Code Authority are now on the newsstands.

An Appeal

In attempting to conduct a recreational activity in Germany for a community of 1,200 American school children, there are many problems. I have lately been loaned a file (two years) of your publication and was able to use much of the material presented. Could you interest your readers in coming to our assistance via letter? The address is: Frances X. Huey, Director, Nurnberg American Youth Center, APO 696, New York, New York.

Apologies

The name of Allen E. Risedorph, co-author with Robert J. Templeton, of "Parklets in Pittsburgh," was misspelled in the May 1955 issue of RECREATION. Sorry!

Letters

Readers! You are invited to send letters for this page to Editor, RECREATION, *8 West Eighth Street, New York 11—so that your ideas, opinions and attitudes may be exchanged with others on the wide range of subjects of concern to us all. Here is your chance to agree or disagree with the authors of our articles.*
—The Editors.

Interracial Article

Sirs:

In the November 1954 issue of RECREATION, an article, "Interracial Pool Operation" by William H. Gremley, has come to our attention. The clear and thoughtful coverage of the processes involved in opening a restricted swimming program to all community members is excellent; and a careful reading of this article will be a great help to many organizations facing situations similar to the one mentioned. Would it be possible to obtain reprints?

DOROTHY TAKECHI, *Leadership Services, YWCA, New York, New York.*

Baseball for Boys

Sirs:

"Baseball for Boys," RECREATION, March 1955 has resulted in letters and cards from twenty-seven sources representing sixteen different states.

VINCENT L. FOWLER, *Director of Recreation, Cortland, New York.*

Creative Arts

Sirs:

Grace Stanistreet's article, "The Case for Creative Arts in Recreation," in your March 1955 issue, made me wish that I might have heard the whole address from which it was taken. It concerns a vital aspect of recreation—one that channels imagination and emotion into constructive and satisfying uses.

Miss Stanistreet's philosophy is sound and her way of expressing it extremely good.

WINIFRED WARD, *1600 Hinman Avenue, Evanston, Illinois.*

How Magazine is Used

Sirs:

I thought you might be interested in knowing of the use we put RECREATION magazine to here in Oceanside. In addition to my own personal subscription to the magazine, our advisory committee on recreation subscribes to another copy as well. When this copy arrives, I screen it and make a series of notations in the index alongside of interesting articles and features. I then pass the magazine on to a member of the advisory committee. Each month the member receiving the magazine is a different one, appointed by the chairman.

At the next advisory committee meeting, the member who has received the magazine gives a detailed report on interesting items, controversies, new ideas and other pertinent data from the issue. The results have been most heartening. Not only do many of our members come up with new ideas but they are constantly making comparisons between what we are doing here and elsewhere in the nation. This use alone makes RECREATION magazine, in my estimation, an invaluable tool.

JOSEPH E. CURTIS, *Director of Recreation, Oceanside, New York.*

* * * *

Sirs:

Our recreation department, which receives three copies of the RECREATION magazine each month, has been putting all copies to what we feel is the most maximum use.

About six months back we made arrangements with the city library and the high school library to have our additional copies placed in their departments. Since that time the magazines have been used extensively by students, both for reading purposes and reference material. The interest in recreation was created to a point where panel discussions on recreation were held by both the junior and senior high students at PTA meetings.

This proves to be a good public relations move, besides helping to inform many more persons on the workings of community recreation programs throughout the country.

RED HALPERN, *Director of Recreation, Coeur d'Alene, Idaho.*

Outdoor Swimming Pools

Sirs:

I notice in the March issue of RECREATION the third part of the article by George D. Butler on outdoor swimming pools. From time to time we receive in-

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quiries from our various local chapters pertaining to the design, methods of maintenance, and the actual construction of swimming pools.

I would like to have, if possible, a supply of all four parts of this article to use in mailings whenever requests are received. I think this is one of the finest articles I have yet seen and, somehow, I would like to make this available to the Jaycees throughout the country who write us for information on pools.

JERRY BRENNAN, *Director, Sports and Recreation, Jaycees, Tulsa, Oklahoma.*

* * * *

Sirs:

My congratulations upon the commencement of the series on planning and construction of swimming pools (January 1955). Out here in Australia, the post-war growth of outdoor pools is most marked. In this country, almost the area of the United States of America, but with a population of nine million, we cannot count our new pools in the thousands but in hundreds. Most pools are being built by public authorities and are partly subsidized by the government in the interests of national health. We have a mere handful of indoor heated pools, a factor militating against continuous training for competition, but our climate is exceptionally kind to the growth of outdoor pools.

In my part of the State of New South Wales, the boom is in full progress. This region, known as the New England-North West, has twelve major towns. Six of these towns are now building or raising funds for town pools. The twelve pools will serve a total of 70,000 rural dwellers, or one pool per 5,800 people. The area of the region is 41,000 square miles.

Most pools are being built to Olympic standards. Indeed this is the only size that the government will partly finance. The State Education Department of New South Wales has completed its first two pools of school size (33 yards by 15 yards) and more are planned in stages. The cement spray-gun method is now being used on school pools, a new pool method out here.

Most pools have open-topped bath houses (or dressing rooms) with lockers and pegs, plus ablutions. New pools are including special diving pools in addition to the traditional wading and swimming pools. One new Olympic pool has just opened at a cost of 220,000 dollars (U.S.A.) and is considered the most modern in the state. Other Olympic pools are being largely built by skilled voluntary labour (week-ends) for a cost of about 140,000 dollars (U.S.A.). Admissions to public pools including a locker average of about 10-15 cents (U.S.A.) for adults while school children often are admitted for one cent.

G. W. WALKER, *Regional Physical Education Office, Public School Building, New South Wales, Australia.*

* * * *

Sirs:

We are very interested in securing your "How To Plan an Outdoor Swimming Pool." We would like all three articles on this topic by Mr. George D. Butler, and we shall appreciate your advising us how we may secure them.

JACK BOXLEY, *Manager, Sewerage and Water Works Commission of Hopkinsville, Hopkinsville, Kentucky.*

• This series, "Outdoor Swimming Pools —Their Planning and Construction," in four parts, has been reprinted and is now available in collated form from the NRA. Price seventy-five cents per single copy, or write for quantity rates. —Ed.

RECREATION LEADERSHIP TRAINING OPPORTUNITIES

Date	*Location*	*For Further Information*
July 1-28	National Camp June Institute and Advanced Leadership Training, National Camp, Matamoras, Pennsylvania	Dr. L. B. Sharp, Outdoor Education Association, 369 Lexington Avenue, New York 17, New York
August 8-13	Lloyd Shaw Square Dance and Round Dance Institute, Cheyenne Mountain School, Colorado Springs, Colorado	Lloyd Shaw, 1527 Winfield Avenue, Colorado Springs, Colorado
June 15-August 15	Training Center for Outdoor Living, Derrybrook, South Londonderry, Vermont	Catherine T. Hammett, Box 97, Pleasantville, New York
June 15-August 11	Planning and Administration of Social Recreation; Camp Administration; Outdoor Recreation; Seminar on Conducting a Day Camp (four courses), Bradford Woods, Martinsville, Indiana	Dr. Garrett G. Eppley, Department of Recreation, University of Indiana, Bloomington, Indiana
June 17-July 22 July 25-August 26	Courses in Recreation, University of Colorado, Boulder, Colorado	Clifford Houston, Social Recreation, University of Colorado, Boulder, Colorado
July 2-10	Geneva Folk and Country Dance School, George Williams College Camp, Wisconsin	Hugh D. Allen, George Williams College, 5315 Drexel Avenue, Chicago 15, Illinois
July 4-August 13	New York University Graduate Camp, Sloatsburg, New York	Daun E. Keith, New York University Camp, Sloatsburg, New York
July 17-23	Danebod Recreation Institute, Tyler, Minnesota	Enok Mortensen, Tyler, Minnesota
July 25-August 6	Church Recreation Conference and Folk Dance Camp, College of the Pacific, Stockton, California	Lawton Harris, College of the Pacific, Stockton, California
July 30-August 6	Green Lake Recreation Leaders' Laboratory, Green Lake, Wisconsin	Eber Bowles, P. O. Box 1056, Huntington 13, West Virginia
August 7-13	Wisconsin Recreation Leader's Laboratory, Kamp Kenwood, Chippewa Falls, Wisconsin	Bruce L. Cartter, 314 Agriculture Hall, College of Agriculture, Madison 6, Wisconsin
September 18-24	Great Lakes Recreation Leaders' Laboratory, Twin Lakes 4-H Club Camp, Traverse City, Michigan	Arden M. Peterson, Michigan State College, East Lansing, Michigan

Editorially Speaking

Popular Appeal

Popular magazines are paying more attention to community recreation and to the enrichment of living through leisure-time activities than ever before. Watch for such articles. And have you ever considered what you, yourself, might be able to contribute to this wide interpretation of our field to the general public? Some few of the many recent articles are:

Los Angeles Times Home Magazine, April 3, 1955: "Can You Have a Pool?" —A whole section devoted to building and care of private pools.

Ladies Home Journal, April 1955: "Recreation Center for a California Town"—the development of a neighhood park and community center by volunteers, at no cost to the city.

Woman's Day, May 1955—Two articles, one on the operation of Little League as typified in the small town of Wakefield, Rhode Island; the other on a "Child's Bill of Rights," with explanatory anecdotes.

McCall's. March 1955: "We Visit A Boys' Cooking School" — a picture-story of the city's recreation department cooking classes for boys in Louisville, Kentucky.

Woman's Home Companion, March 1955: "Everybody Here Cares About Kids"—the first of a series against juvenile delinquency, tells how a city established a community recreation program to stop delinquency before the latter got started.

For further listings, watch your NRA Affiliate and Associate Membership Newsletters.

* * * *

Examples of community volunteer orchestras in the Middle West, South and Far West have been requested from NRA by a national magazine for a possible feature story. Suggestions from affiliate members will be welcome . . . send to Public Information and Education, NRA.

Teens Offer Views on Delinquency Curbs

According to *Newark* (N. J.) *News* of March 28, 1955, a symposium—sponsored by the Greater Newark Women's Division, American Jewish Congress—in which high school students and adults took part, brought forth some interesting observations on causes of delinquency. The president of one high school student council pointed up: (1) the increased temptations put before youth by grown-ups. ("I personally know of beer-joints which welcome kids. Then there are the dope pushers — I have a friend who is serving time for a $120-a-week drug habit. He was seventeen when he was caught.") (2) comic books and horror magazines; and (3) "worst of all," newspapers which overplay small acts of delinquency to boost their sales, and do not mention the hundreds of students "who didn't fight."

Another student told of the formation of a teen council to draw up a code of ethics to replace the lawless gang codes, and to discuss problems with grown-ups so each group would understand the other's point of view. He said that teen-agers don't like to be handed anything, that all the recreation facilities in the world are useless if youngsters don't have the right attitude, that youth wants to help plan its own activities and to help combat "what are, after all, our own problems."

Student Reaction to Recreation Curriculums

The following brief comments have been gleaned, from reports of personal visits to a number of colleges and universities conducting major recreation curriculums, by representatives of the NRA Personnel Service. They come from students interviewed, from alumni, and from conferences and special meetings during the past year.

In general, the students feel that they are getting good training; but they, along with older workers, are giving the matter serious thought. They say:

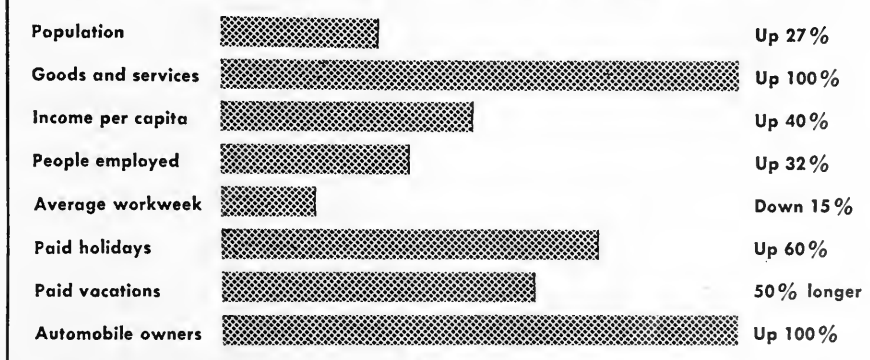
- A wide variety of skill courses is not required; too much left to own choice.
- Administrative courses are too general, problems are not worked out in detail.
- A greater variety of field experience is desirable. *Paid* field work may be better than unpaid—employees are more interested than are supervisors of voluntary field work. Also, the paid job is both broader and more intensive than field work on a voluntary basis.
- Theory courses tend to overlap too much.
- Would like to see more emphasis on the individual.
- Advanced courses are not "advanced" enough.
- Required education courses for the most part do not relate to recreation leadership.
- Need more work in interpretation.
- Too little work required in certain courses —not hard enough—no stimulation.
- Programming courses too general.
- No music course really applicable to recreation.
- Need improved courses, added courses in recreation rather than related fields, and courses where "you do things."
- Many directors of recreation curriculums do not know students. The assistant professors who are less qualified spend more time with them and are doing most of the advising.

The college educators probably realize the weaknesses of their own programs more than anyone else. The operating agencies and the recreation profession should be understanding and ever ready to help these people who are in many instances operating under serious handicaps. Our college recreation educators are important members of the recreation team and deserve help from the field.

What more each can do individually or collectively to help:

- Recruit promising young people for the recreation curriculum.
- Advise with school authorities on ways and means of strengthening the recreation curriculum.
- Provide more and better student field experience.
- Promote scholarships and internships for recreation students.
- Establish more effective relationships between the colleges and operating agencies.

WHY RECREATION DEMAND WILL GROW FROM 1950 to 1975



Reprinted with permission from "Can We Predict Recreation's Future?" by John Kenneth Decker, *Journal of Health, Physical Education and Recreation*, March 1955.

Needs of Present Day Children—

HOW CAN CAMPS MEET THEM?

Jean A. Thompson

IN THE KIND of world we have asked our children to face—a world that is crowded; a world where people are confused about moral values, where children are confused about adult behavior which at times seems inconsistent; a world where the institution of the family is changing, where parents, sometimes unwittingly, hurt or retard their children's personality development; a world where untoward outside influences press upon the child with a weight equal or more than equal to that of family influences—what do today's children need? They need a better world and, while waiting for that to come, they need help in attaining the stamina and the stability that comes with maturity, real maturity of personality, if they are to survive in this kind of world.

What is our responsibility as adults to these children? We must try to make a better world. We must get behind movements and budget pleas for better legislation and for more facilities for helping children. We must do our own job well. This means that we must know more about children and we must see to it that those who work under us, who are closer perhaps to the children, know about children's needs and have help in meeting them.

Has a camp program or camp experience anything to offer beyond a chance to get away from the crowded city, good nourishment for a few weeks, and vitamins from the sun's rays? Obviously, camping cannot fill all the needs that we have described as being peculiar to the children of today. Yet, if we remember that, ideally, all the experiences of a child's life should help to advance him along the road to maturity, we realize that the camp has a big part to play in this advancement. It provides experiences of many types and in many areas through which the child must pass on the road to maturity.

Let us examine some of these areas. There is, first of all, experience in relation to authority. There are adults whose job it is to enforce necessary rules. The manner in which this is done has much to do with whether the camp advances the child's progress toward maturity or retards it. One young counselor was having trouble with a group of thirteen-year-old girls. They were trying the counselor out as young people are apt to do. She sat down with them and discussed the matter of rules. She explained that there were not a great many rules at camp but there were reasons for the rules that did exist. She then drew them out in discussion so that the reasons for the rules were finally expressed by the girls themselves. From then on, the rules had more meaning for them.

It is in the area of learning to live with other children and get along with them that camp has perhaps the most to offer. The child at camp becomes aware quickly of the attitudes of other children toward him. It is, however, sometimes necessary to help him to an awareness of his attitude toward other children. Sometimes by trial and error he learns what other children will take from him and what they like best in him. He has a chance to choose his friends quite independently. Unconsciously, he shapes his personality to fit the needs of other people. He has a chance to measure himself and his strength and his skill against others. He learns to give and take in play. If he is old enough, he takes over and makes a part of himself the best that he sees in others, both adults and children. With this kind of identification, he adds to his ideal of the adult he wants to be.

There is a possibility that at camp the child may have more opportunity to make decisions. He is away from his family and it is rather expected that he is on his own to some extent. His family has trusted him to go away without them. At the same time there is at camp help and guidance in making decisions. It is important, however, that camp workers know their children well enough and be astute enough to know when the child wants a little guidance and when he needs to make the decision himself.

The duties that a camp imposes play their part in the child's personality development. As everyone knows, a child makes a real step toward maturity when he achieves the self-discipline needed to complete his regular chores. This kind of self-discipline comes slowly, for, as one young adolescent said, "I have so much on my mind." The adults must, therefore, acquire the self-discipline of patience.

In addition to the development of attitudes toward adults and toward other children to which camp life contributes, there is another area where the camp

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DR. THOMPSON, *psychiatrist, has been acting director of the Bureau of Child Guidance, Board of Education, New York City, since 1949, and has three children of her own who have gone regularly to camp.*

Condensed and reprinted, with permission, from a talk given at the Annual Conference of the Camping Section of the Group Work and Recreation Division of the Welfare and Health Council of New York City, November 13-14, 1954.

has opportunity to add a great deal to the inner resources of the child. This is the area of cultural values and spiritual values. There is a chance to help the child toward an appreciation of beauty, toward a feeling of awe at the wonders of nature, and through this to a kind of spiritual experience, the kind of feeling that made the psalmist exclaim, "The heavens declare the glory of God; and the firmament showeth his handiwork."

Learning in all these areas goes on at camp in an atmosphere comparatively free from pressure. In schools, the teacher knows that the principal expects certain results. The principal knows that the assistant superintendent expects certain results, and all know that there will be city-wide tests of achievement which will be compared with the results of tests throughout the country. At camp, there is none of this. This is vacation. Yet the child is learning in a sort of ideal atmosphere. He is learning how to take his place in a world full of other people and is enjoying the learning process, so that there is every incentive to learn. There is no need to hold back. He would not gain anything (as he sometimes may gain at home) by being a baby. Everyone else is going toward maturity and having a rare time doing it, so he may as well do it too.

This, it seems to me, is what the camp has to offer, help toward real maturity of personality. But it is not as easy as it sounds, for camps receive children in all different stages of maturity. Even though all children in a camp are of the same chronological age, there are still differences in their emotional maturity. The challenge to the camp then is to meet the needs of these different children. To do this, there must be sufficient understanding on the part of the staff that much of children's behavior is their way of trying to fill their personality needs and there must be a flexible program.

Take the girl of thirteen who at camp worried excessively about her health. She discussed it and ran to the infirmary frequently. The physician's examination was negative. A wise counselor recognized that this girl avoided all athletic activities. She sensed that the child was using her complaints about health to gain recognition and perhaps to make a plausible peg on which to hang her anxiety. The counselor noted that this girl had considerable talent in English expression. Opportunities were made for her to use this talent. Their tent composed a song for a particular occasion and she had a big part in the endeavor. The girl was given a job on the camp newspaper. The physical complaints and the worrying disappeared.

In the fall, this girl went into high school. She wrote her counselor an enthusiastic thank-you letter, telling that for the first time in her life, she felt confident in making friends. She was getting a great deal out of her schoolwork and was much happier than ever before.

There are many problems camping cannot solve. Take the child who ran away from camp to get back to a home that was literally falling apart. She had an idea that if she was there, her parents would remain together. There are children for whom we do not recommend camp. Often one finds a child who is not at all sure of the love of his parents. Such a child is apt to interpret a camp placement as a further rejection by the parents. If it does seem best for mother and child to have little respite from each other, then there must be a period of preparation of the child so that he does not feel more rejected.

For the child who has built up no inner controls, who always must be controlled from outside, a camp may be too free. There may not be the facilities for the care and the control that such a child needs. On the other hand, if a camp does have enough help, such children have been known to make great strides in maturity. Away from the irritants within the home, the child finds himself in an atmosphere of greater freedom and flexibility. He is under less strain, therefore, and so can use his potential for a good adjustment. This must be what happens, for we of the child guidance clinic, who think of a camp placement as part of the therapy, see the benefits as the children return and we get the reports from the camps. If the child just has a good time, it is important and perhaps the first step toward the acceptance of adults as kindly, sympathetic helpers.

What are the implications of all this for camp workers? If they are to do a good job of helping children along the road to maturity, they must utilize every means possible for good selection and training of staff. There should be careful investigation of applicants. There should be recognition of the fact that immaturities persist in the older adolescents and in young adults, immaturities which may eventually disappear as the individual gets more experience. Sibling rivalry may be evident in the young counselor who treats his charges with the roughness with which he treats his own younger brothers. The need to exert power over the weak may cause a young man to be quite punitive.

With good leadership, the staff conference can become a teaching medium which should benefit not only the campers but also the counselor. If it is used for discussion of problems in the children, and if help and understanding can be given to the counselors in the handling of the problems, then all will benefit. Thus a camp can be a source of pre-parent education. Most young people enter parenthood with very little education in bringing up children. Here at camps there is a natural schoolroom for learning about children.

If the camps are to be helpful to the children of today, both the intake policy and the program have to be kept flexible, for so many children are troubled and camp can help many of the troubled children. Restrictions concerning I.Q. can deprive a child of camp who might very well have profited from it. We know that a child who is burdened with anxiety will often test lower, so that the obtained I.Q. is not a measure of his ability. We know that many retarded children, if not pressed beyond their capacity, do well in camp. Those children who are on the edge of delinquency, who may have even had a first appearance in court, may respond well to the atmosphere and conditions of camp life.

To meet the challenge of today's children, both camps and sending agencies need close cooperation. Planning together for the child means the free exchange of information before the child goes to camp and after he returns, for only as we really know our children can we fit our programs to their needs.

Boys and Girls Together—

Handicapped and Able-bodied

John D. Herzog

A report of experiences in the successful Herald Tribune Fresh Air Fund summer camp where these groups intermingle.

THE DISTINGUISHED doctor of physical medicine was addressing the counselors of Camp Hidden Valley at the close of a pre-camp training period; and he was strongly advocating that its handicapped children participate actively, and in every possible way, with the able-bodied youngsters who make up the majority of the campers. "We are apt to have at least four or five broken braces here this summer," he said. His remark sounds rather drastic, but in a way was an apt expression of Hidden Valley's philosophy concerning the physically handicapped youngsters who attend it.

This camp offers its disabled children a wide variety of "normal" activities from which to choose, and it places them in living units with able-bodied companions. It permits them to engage in active physical sports as much as they wish. The fact that there are "two kinds" of children at camp is virtually forgotten. As a result, handicapped boys and girls do things and acquire abilities which amaze counselors, parents, and the children themselves.

Camp Hidden Valley, operated by the Herald Tribune Fresh Air Fund of New York City, is located in Ridgefield, Connecticut. There is very little out of the ordinary about the site or staff of the camp, except for the presence of a swimming pool in place of the usual lake or stream waterfront. Fresh Air Fund officials were surprised and skeptical four summers ago when a local polio group asked for permission to use the camp for disabled children at the close of the regular camping season. They were further astonished and excited, in the same way that present visitors to camp are, when they saw the polio children "take over" the camp. Then and there they were determined to initiate a similar venture during the entire camping season.

The Fresh Air Fund is an organization set up to provide country vacations to the underprivileged children of New York City, regardless of race, religion, or national background. The Fund believed that a large number of handicapped children of modest means in the city were unable to find a summer camp other than a "treatment center" which would accept them. These beliefs were soon verified in discussions with local medical authorities. For three years now an integrated program has been operated successfully at Hidden Valley.

The great problems and emergencies, which some people in the camping field predicted would plague the camp, simply did not appear. Hidden Valley continued on its previous course, almost unaffected by the addition of the new type of camper. A few minor changes included: ramps to help handicapped children enter buildings; a medical advisory board to select the handicapped campers; counselors' orientation on the nature of the handicaps and their effects on the children; special care to provide a wide variety of informal and simply organized activities for campers to choose from. This was the extent of the "reorganization."

The Camp Program

What activities are most important? How are the braces broken? Only an incomplete answer can be given here.

The center of physical activities at Hidden Valley is the concrete swimming pool. As at many camps which handle the eight- to eleven-year-old group, the waterfront is a mecca for the campers all day long. The children can never get their fill of swimming and diving. This is particularly advantageous to a camp such as Hidden Valley, since physical handicaps are often minimized in the water, and many crippled children have had extensive training in swimming as part of their rehabilitation. Moreover, a pool area is more easily supervised than is a beach or dock.

A morning half-hour of individual instruction for each child is followed in the afternoon by an hour-long recreational swim. At the conclusion of the two-week camping period, a water carnival of stunts and races is held. Throughout the period, all campers have an opportunity to earn Red Cross swimming cards or Hidden Valley cards for effort and achievement in swimming. Almost every camper receives one of these awards, or enjoys one of the prizes from the carnival. It has been noted that handicapped campers receive considerably more than their proportionate share of the rewards. The only Red Cross Swimmer's Award issued at camp in three years was given to a severely cerebral-palsied boy whose gait on land was considerably hampered.

Both handicapped and able-bodied children profit from

"Come one, come all. Try your luck!" A country carnival or circus is a sure hit in camp of any kind.

JOHN D. HERZOG *is director of Camp Hidden Valley in Ridgefield, Connecticut.*

the arts and crafts program at the camp. In keeping with the age and often meager background of the children, activities offered are simple, yet diverse. Claywork, painting of all kinds, leatherwork, papier-mâché, simple woodworking, and other crafts can be enjoyed by both types of children. The joy of a spastic cerebral-palsied child in creating something attractive is a wonder to behold, not only to the adults but to amazed and attentive tentmates as well.

Advantages of Small Group Living

"Let 'em loose!" was the gist of the doctor's directions to the camp staff, and the staff takes the doctor's advice to heart. Disabled children are not treated roughly or expected to do things beyond their actual capacities, or deprived of the understanding counsel of an adult when they need it. But they are treated as much like able-bodied kids their age as is possible. Many of them come to Hidden Valley directly from a hospital or long clinical treatment. Even more come from homes in which they are overprotected, in which the parents do not believe that their children can perform many of the physical or social activities of a normal child, and in which they are pampered and deprived of contact with normal children their own age. The doctors recommend encouraging these children to do everything they can for themselves, and the camp follows this prescription.

It is in this respect that Hidden Valley's program of outdoor living, of emphasis on hiking and camping out, and of insistence that the tent group of five children and a counselor be the basic unit of camp life, makes its greatest contribution. All the children live in tents spread out over the camp grounds, and each group is responsible for the care and maintenance of its own tent and the area around it. Each group plans the biggest part of its own day to use the facilities of the camp and surrounding area in a way which fits its interests and abilities. In such planning, the interests and occasional limitations of the handicapped children must be recognized by the group. On the other hand, the handicapped children cannot voluntarily withdraw themselves from activities in which they lack the confidence, but not the ability, to participate. The strong ties of the group keep the able-bodied children aware of the needs and capacities of each of its members, and stimulate the handicapped children to attempt feats heretofore not considered.

Thus it is not unusual to observe a group planning a hike, or an overnight trip to the Poundridge Reservation, discussing the physical obstacles of the trip and the ability of each member to overcome them. Arrangements are made for an equitable sharing of the supplies to be carried, for the selection of an appropriate route to follow, and, rarely, for special transportation of a particular handicapped child.

Concrete pool is a popular center of activities, especially when a gala water carnival is on the program.

In the same way, softball or volleyball teams are picked, and rules are altered to permit specific individuals to participate fairly. In all of these activities, an arm or a leg brace may be scraped, but no serious injuries to handicapped campers have occurred in three years of Hidden Valley experience. It seems clear that handicapped children are no more fragile, nor more susceptible to injuries or illnesses, than are able-bodied children of the same age.

In all of this group planning and "creative bargaining," the importance of the counselor must not be minimized. Boys and girls between eight and eleven are not able to manage such affairs without the aid of an adult; but within each child are potentialities for cooperation and consideration for others, even in the unusual circumstances imposed by the presence of handicapped children in the group. The counselor must draw upon these capacities to help his children profit to the fullest from their two weeks at camp.

The Goals of the Integrated Program

What does Hidden Valley hope to accomplish by mixing the handicapped and able-bodied children? Certainly no physical or occupational therapy is attempted. Rather, the two-week experience is seen as an aid in *social* rehabilitation, as an education for handicapped children in how to get along with "normal" contemporaries and in the contributions they can make to a normal society, and as an experience for able-bodied youngsters in getting to know children whose handicaps appear strange to them.

About eighty boys and girls are accommodated at the camp for four two-week periods each summer. In order to insure that the tone and pace of the camp be that of a normal one, a limit of thirty per cent or forty per cent of handicapped children in each encampment is aimed for. Handicapped children who are accepted must have developed stamina sufficient to allow them to go through their two-week experience without undue fatigue or recurrent illness, and must be able to perform their personal toilet functions as well as other children their age. With the aid of the fund's medical advisory board, virtually all those finally accepted have been able to stay for the full two-week period, and almost all have apparently benefited from the experience.

Hidden Valley conceives of itself as a pioneer in providing social rehabilitation for physically handicapped children. Few camps operate a like program on a regular basis. Certainly the need of these children for a supervised yet vigorous program of recreation with normal peers is obvious. The enthusiastic support of many rehabilitation experts for the Hidden Valley idea of integrated camping makes the Fresh Aid Fund believe that it is doing a necessary, important piece of work.

It is to be hoped that this incomplete report of experiences in one summer camp may persuade directors and executives of other camps to attempt an "experiment" of their own in admitting handicapped children. They will find that careful planning in advance will avoid confusion and difficulties, as it has at Hidden Valley.

Howdy Pardner

Welcome to Denver

Hope you're looking forward to our Buffalo Bar-B-Q. Not to brag, but we dish up a friendly mess of vittles off a chuck wagon. Folks like it real good.

EDGAR ANSEL MOWRER, often called the most distinguished and best qualified of all reporters on world affairs, will address the evening general session of the National Recreation Congress on Thursday, September 29, 1955. Mr. Mowrer will speak on the importance of the self-reliant individual who finds both stability and initiative in himself, thereby making himself capable both of providing and of making the most of his recreation.

Mr. Mowrer has been a contributor to American and foreign journals for many years. He won the Pulitzer Prize in 1933 for a series of articles on Germany. His best known books are *Germany Puts Back the Clock*, *The Nightmare of American Foreign Policy*, and *Challenge and Decision.* He has visited Russia and has made three prolonged trips to the Far East. His columns, "Edgar Ansel Mowrer on World Affairs" and "What's Your Question?" appear in leading journals throughout the country.

Joseph Prendergast, executive director of the National Recreation Association, will address the Wednesday morning general session of the Congress. As reported last month in RECREATION, Dr. A. S. Raubenheimer, educational vice-president of the University of Southern California, will address the Tuesday evening session on creative aspects of our recreation programs.

More and more details of the Congress program are becoming definite, including the outline of the whole week's program on the opposite page.

Delegates will note a slight change on the opening day of the Congress—Tuesday instead of Monday, this year—when there will be a general convening session at 10:00 A.M. This session will be followed for the balance of the morning and all afternoon by the all-day sessions which have become traditional on the first day of the Congress.

Climax of the Congress will be the Buffalo Bar-B-Q, now being planned by Denverites. It will be held in the Red Rocks Mountain Park, sixteen miles southwest of Denver, on Friday evening following the afternoon tour of recreation points of interest in and around the city.

Edgar Ansel Mowrer, noted author-journalist, to be Congress speaker.

Demonstrations

Interest in demonstrations was so great at St. Louis last year that special efforts are being made to make the Denver program also outstanding in this regard. In addition to Dr. Frederick Hall, who will conduct demonstrations involving music (see RECREATION, May, 1955), Bob Smith, Denver's coordinator of music (see RECREATION, May, 1955), will also help in this field. Lester Griswold of nearby Colorado Springs, a noted craftsman and author (see page 270, this issue of RECREATION), will lead in the field of arts and crafts. Helen Dauncey and Anne Livingston of the National Recreation Association training staff will be on hand to help with social recreation. The American Junior Bowling Congress will conduct a bowling clinic through special arrangements with a bowling alley, located near the Congress, which has the latest equipment, including automatic pinsetters. Plans are also under way for demonstrations in several other fields,

Special Features

A Western square dance for all Congress delegates will follow Dr. Raubenheimer's Tuesday evening address and social dancing will be featured after Mr. Mowrer's address on Thursday evening. Instead of a general session on Wednesday evening, the Congress will follow the plan used at St. Louis last year and schedule instead several special features, as indicated on the chart.

Accommodations

As reported in RECREATION for April, all hotel reservations will be handled this year by the Denver Convention and Visitors Bureau, 225 West Colfax. Congress headquarters will be the Hotel Shirley-Savoy, and meetings will also be held at the Cosmopolitan and Brown Palace Hotels. All three hotels are within a block of each other. If your reservations have not yet been made you should get in touch with the Bureau.

Pamphlet Ready

The *Congress Preliminary Pamphlet* is available. If you have not received a copy you can get one by requesting it. The official program will not be available until the Con-

gress registration desk opens at Denver on September 26. Many delegates find the preliminary pamphlet most important in planning in advance of the Congress just which meetings and special features they will attend. It also makes it possible for several delegates from the same city to plan in advance to divide up certain meetings so that the important ones will all be covered.

Training Values

The value of a congress or conference to staff development and stimulation of thinking is illustrated by the following few quotes from letters of delegates who attended the National Recreation Congress in St. Louis:

"Recreation leaders in the city, after having an opportunity for contact with other recreationists throughout the country, developed a much more favorable attitude toward their work and their responsibilities. They found that the recreation field was filled with outstanding people and learned that competition for positions of recreation leadership is becoming increasingly severe."

"This contact with others in the field, added incentive to improvement both in quality of leadership and in program content. Our people had an opportunity to comprehend the importance of recreation work. They felt a renewed pride in being recreation leaders and as a result their esprit de corps became much more highly developed."

"Enclosed is a clipping from our local paper explaining a program which was inspired at the St. Louis national conference. After listening to Dr. D. N. Campbell's talk, which so forcibly brought home the fact that something should be done to meet existing needs, we set in motion the organizing of the senior citizens' group—as thirty per cent of our population are senior citizens."

"As a church worker I found a lot of ideas that can be used in youth programs."

"To me it was a great time and I, especially, am going to be a better worker because of it. Everybody helped everybody."

"I found many things in the commercial exhibits that I have been wanting, and was able to place orders for them. I thought an especially fine part of the commercial setup was the arrangement for the display of publications and the opportunity to order publications from a National Recreation Association representative at the Congress."

Tentative Congress Week Outline

DAY	9:00—10:30 A.M.	11:00 A.M.—12:30 P.M.	LUNCHEON	2:30—4:00 P.M.	4:15—5:45 P.M.	EVENING
TUESDAY Sept. 27	CONVENING OF CONGRESS 10:00 A.M.	ALL-DAY MEETINGS: Administrative Problems of Chief Executives; Recreation for Business and Industrial Workers; Recreation in Correctional Institutions; Recreation in Hospitals; Town-Country Recreation; Senior Citizens (afternoon only); Servicemen—Programs for Servicemen's Recreation Centers (morning only); Social Recreation Training Session				GENERAL SESSION 8:30 P.M. — CONGRESS WESTERN SQUARE DANCE
WEDNESDAY Sept. 28	SECTION MEETINGS Families at Play Financing Expanding Programs Graduate Education Program Clinic School-Recreation Relationships Supervisors Workshop I Swimming Pools	GENERAL SESSION	GROUP LUNCHEONS	SECTION MEETINGS Legislation Neighborhood and Community Councils Playgrounds I Recreation Research Salaries Supervisors Workshop II Teen-Agers	SPECIAL FEATURES National Committees Bowling Clinic Pet Ideas Activity Demonstrations & Workshops Recreation in Hospitals	SPECIAL FEATURES 8:00 — 9:30 P.M. Recreation in Hospitals Problems of Volunteers National Committees Social Recreation Training Session Activity Demonstrations & Workshops
THURSDAY Sept. 29	SECTION MEETINGS Areas and Facilities Workshop Boards and Commissions I Church Recreation Playgrounds II Pre-Teen Sports Public Relations State Recreation Services	SPECIAL FEATURES Old Timers Round Table National Committees Activity Demonstrations & Workshops		SECTION MEETINGS Boards and Commissions II Desegration Decisions of the Courts Fringe Areas Girls and Women In-Service Training National and State Recreation Areas Recreation Buildings I	SPECIAL FEATURES Public Relations (continued) Baseball-Softball Insurance Problems Maintenance Swapshop National Committees Activity Demonstrations & Workshops	GENERAL SESSION 8:30 P.M. — DANCING
FRIDAY Sept. 30	SECTION MEETINGS International Recreation Juvenile Delinquency Long-Range Planning Recreation Buildings II Recreation-Park Depts. Small Town Problems Sports	GENERAL SESSION	GROUP LUNCHEONS	Tour of Recreation Points of Interest In And Near Denver.		Buffalo Bar-B-Q at Red Rocks Mountain Park — Denver Show
SATURDAY Oct. 1	SPECIAL FEATURES Tour to Colorado Springs Spot Tours in Denver Arrangements will be made for workshops through noon at the request of delegates.		**NOTE:** Topics are abbreviated on this chart. For full wording write to T. E. Rivers, Congress Secretary, for a copy of the preliminary pamphlet.			

Creating An Art-Minded Community ... at Oglebay

Edwin M. Steckel

"Regularly scheduled art classes, leadership training, lectures, and special events build art-minded communities," declares the Oglebay Institute's art committee.

The community service program at Oglebay Institute, Wheeling, West Virginia, exposes participants to the cultural arts in intriguing and irresistible ways.

A CASUAL SUMMER visitor to Oglebay Park might easily wander down to the lake and find a group of youngsters eagerly sketching ducks. Beyond, over the next hill, a complacent group of ladies in large sun hats might stand before easels, their brushes reproducing the contours of the children's story-telling tower. And on the very top of a hill, the visitor quite naturally would be lured to the old red brick carriage barn. It dates from 1845, but its present day contents are contemporary paintings and sculpture. An art exhibit is always under way in this charming old building.

Our Oglebay Institute art department serves a large tri-state area with an art program and exhibitions in a city that does not support an art gallery. We function as both a gallery and an art institute. During the summer months our carriage barn gallery is sometimes shared with a theatre group, but the walls are never barren.

Our summer gallery possesses all the charm of a New England barn, and our work is definitely avant-garde. One-man shows of sculpture, painting, and ceramics and jewelry change weekly. Each Sunday afternoon features a formal opening and the serving of punch for the visiting artists, patrons, and art lovers. Some Sundays we present a portrait painting demonstration or the fascinating assemblage of a mobile. Exhibitors are invited by the art committee and include both local and nationally famous artists.

The month of September gives way to the Annual Regional Artists' Show, at which time both the carriage barn and the historic Mansion Museum yield their walls for this big event. The competitive show is open to all painters from West Virginia and eastern Ohio, and former West Virginia residents. An entry fee is required and cash prizes are awarded. A well-known artist and critic is selected for the one-man jury.

On lovely evenings, when music lovers come for an outdoor concert in the amphitheater, they see a painting exhibit in the Oglebay Park formal gardens. Placed among trees and by the side of a pool, and highly dramatized by artificial lighting, this show is warmly received by the audience, both before the performance and at intermission.

Art for children is one of our pet projects. We have incorporated an art program into the Oglebay Institute Day Camp which runs for an eight-week period during the summer. At least three hundred children receive art instruction and are able to benefit from experimentation in various media.

A novel spring event is the special exhibition held for children. The rustic setting of the children's center for an outdoor display delights children and adults alike. Paintings, ceramic sculpture, and other creative media are selected largely from the institute's winter art classes.

Each June, for just one day, we tear ourselves away from the idyllic setting of the hills and move en masse to a quaint old market place in South Wheeling. A Parisian Left-Bank flavor hovers over the fruit and vegetable stalls which provide a decorative setting for the canvasses of hundreds of

"1955 brings us to the 25th year of Oglebay Institute's existence as a community service organization. We are very mindful of the fine cooperation which the National Recreation Association made in helping us all through these years beginning with L. H. Weir and coming right on down through the line to the present administration, Mr. Prendergast."

—EDWIN M. STECKEL.

MR. STECKEL *is the executive director of Oglebay Institute.*

Successful special events include art shows for children and adults, one-man shows, evenings of lecture-demonstrations, noted guest artists, and art auctions.

painters. All local artists respond enthusiastically to this annual "Bohemian" art show. It is *the* day for painters —amateurs and professionals. Two years ago, not a few civic-minded folk were horrified at the idea of an exhibit in an old market in a none-too-elegant section of the city. Now the colorful event is anticipated by the whole city.

In winter our exhibition walls are the mezzanine of the town's largest hotel. A small downtown center for arts and crafts provides facilities and space for capacity-filled classes. The art department must concentrate on the tremendous demand for painting inspired by the summer exhibition series. The crafts department offers adult classes in enamel on copper, basketry, ceramics, jewelry, and leather. On Saturdays, art classes are given for children from six to twelve years old. Adult classes in charcoal drawing and oil painting are conducted in the evenings for beginning and advanced students.

During our winter season, which officially begins in October and ends in March, at least two weekly art programs are presented before community groups. We use the media of television and illustrated lectures. Our programs are built around "Art in Everyday Life" with the purpose of making art understandable and to awaken the public to the importance of aesthetic satisfaction. We are especially devoted to contemporary art and its counterparts, and have met a real challenge: to convey its significance to an industrial community also steeped in tradition.

Opera Program

A student at the Oglebay opera workshop is literally saturated with all phases of opera from morning until night for fourteen days. The period of two weeks was selected principally with the idea of accommodating singers who are engaged in other work throughout the year and want to spend their two-week vacations in ideal surroundings and live opera.

The workshop provides an opportunity for study of all phases of opera under noted artists and teachers in one of nature's best-equipped beauty spots. Two weeks in this environment provides inspiration to young singers, as well as to experienced artists wishing to refresh their technique vocally, musically and dramatically. Teachers in other opera workshops who wish to derive inspiration and acquire the latest methods are also invited to enroll.

Workshop students in 1955 will be given an opportunity to appear in an "Opera Night" and in an "Oratorio Night" featuring selections from standard oratorios. In addition to the public performances on the outdoor stage, "Workshop Recitals," based on the material used from standard operas, will be given in the more intimate Carriage House Theatre.

Boris Goldovsky, founder and director of the opera workshop, will again serve as artistic director this year from August 22 through September 5. In addition to his duties as director of the opera department of the New England Conservatory of Music, director of the Berkshire Festival operatic productions at Tanglewood for several years, and as a regular participant in the Saturday afternoon Metropolitan Opera broadcasts, Mr. Goldovsky is artistic director of the New England Opera Theater.

Leonard W. Treash, director of the opera department of the Eastman School of Music will serve as associate director. During the summers of 1953-54, Mr. Treash produced the opera series for the famed Rochester "Opera Under the Stars" program. He is founder and director of the Buffalo, New York, opera workshop. In addition to Mr. Goldovsky and Mr. Treash, the opera workshop's staff of instructors will be augmented by several vocal coaches.

Besides its diversified program of formal entertainment, Oglebay Park provides all the features normally expected of a park: picnic sites, an archery range, horseback riding, golf, tennis, swimming, nature trails, a garden center, a zoo. Oglebay Institute provides leadership and opportunities in arts and crafts, drama and children's theatre, nature education, radio, audio-visual aids, museums, hobby clubs, vespers, summer concerts, and camps (including folk dance, nature, and drum major). In 1954 more than 200,000 people participated in institute-sponsored programs.

The 1954 opera workshop drew participants from fifteen states. Registration is limited to thirty-five full-time students, in order to insure maximum individual attention. Students are housed in rustic log cabins with all modern conveniences. Applications may be obtained by writing Opera Workshop, Oglebay Park, Wheeling, West Virginia.

Outdoor Recreation and an Adventure

Near New Jersey's Large Metropolitan Areas

Ernest Buff, Jr.

UNUSUAL ADVANTAGES and opportunities for healthful, outdoor recreation are available a surprisingly short distance from the densely populated metropolitan areas of New York City and Philadelphia.

New Jersey, although far better known for its seashore resorts, is bounded by rivers, and offers many fresh water lakes generously sprinkled across the state. The challenge of the woods and waterways in spring, summer, and fall awaits those who appreciate the generosity of nature in providing such ample resources so close at hand. The state's fine highways make distances seem even shorter for transportation of hiker, camper, skier, canoeist, small-boat sailor, or just picnicker, with all of the paraphernalia necessary for his particular recreation.

Each year, at the end of May, the Delaware River, above Port Jervis, New York (just over the New Jersey border) is visited by hundreds of canoe and fold-boat enthusiasts, bent on their annual downstream cruise over this beautiful waterway. From Hancock, New York, to Port Jervis, a distance of eighty and a half miles by water, there is a series of sixteen major and thirty-five minor rapids. The challenge of turbulent "white waters" rushing through rocks and boulders, with long, connecting stretches of black water snaking quietly but swiftly between green-clad hills, past miles of forest covered shore, where azalea and rhododendron in all their spring glory abound, is inviting to the canoeist. At this time of year, the waters of the Delaware are at their best, with sufficient depth and flow to afford passage over all the rapids, providing the proper course is followed and natural obstacles avoided.

MR. BUFF, *a landscape architect and park planner, has worked extensively with both federal and state agencies and commissions on the planning and development of equipment, facilities, and areas for recreation on both public and private properties.*

The Trip

This was the trip a group of men and boys from Bernardsville, New Jersey, made over a recent Memorial Day week-end. Plans for the trek were formulated during the winter months. Actual preparation began in the YMCA swimming pool at nearby Morristown, where each of the boys was required to pass a rigid swimming test, including a demonstration of his ability to swim a specified distance fully clothed.

Menus were planned; and lists of clothing (a minimum of three changes), bedding, tenting, and other necessary equipment were prepared. A map of the river section to be navigated was delineated to the scale of one inch to the mile, and photostat copies were made for each member of the party.

Several weeks before the scheduled date, an overnight campout was conducted for the review and practice of camping skills, and to give instruction in canoe handling in rapids, as the majority of the party had had little or no previous experience in this activity. The small lake near which the practice camp was made had no rapids, so rock obstacles and "white waters" were simulated simply by throwing bits of grass and dandelions on the water and plying the canoes between them.

Arrangements were made to borrow five aluminum canoes from the local Boy Scout council. However, canoes can be rented for such expeditions from several sports equipment stores in the state.

At last the grand day arrived. The party of seven boys (ages fourteen through fifteen) and five adults with canoes and camp gear were transported across state in four automobiles, canoes lashed carefully on carrying racks top-side. By eleven o'clock the canoes were at the water's edge, ready for the journey's start. Permission to embark had, of course, been obtained from the local constabulary.

The four car operators then drove automobiles to Callicoon, New York, twenty-four miles to the south, where the first evening's camp was to be made. Arrangements were made for the use of the campsite, and, following this, three of the drivers left their cars and returned in the automobile of the fourth driver to Hancock. The one-man "land party" for that day then returned to Callicoon to set up camp and await the arrival of the party by canoe.

All equipment to be taken in the canoes, including canteens, sponge rub-

ber kneeling pads, cellulose bailing sponges, extra paddles, and cameras, were secured to thwarts and gunwales, in the event of a capsize. Nylon parachute cord was used for this purpose. Cameras, wallets, and other valuables were carefully wrapped and bound in sheets of water-proof plastic.

A packaged lunch was hastily eaten, and the crews manned their canoes for the downstream journey. The lead canoe was manned by two adults, one of whom was an experienced paddler and familiar with the course. Following came canoes two, three, and four (all identified by large numerals of adhesive strips on bow and stern), with the remaining two adult leaders at the rear of the procession, to keep a semblance of a line and to encourage the laggards.

By pre-arrangement, and in the fashion of the earlier woodsmen and explorers, the signal that rapids were being approached was to be given by the experienced helmsman in the lead canoe. Direction signals were also to be given by him with his paddle. Allowing ample space between, the other canoes followed the course set by the leader.

This stretch of the Delaware seems ideal for trips of this kind, with a series of minor rapids—sufficiently spaced to allow for the recovery of composure and the regrouping of the canoes in the quieter waters between — during the earlier stages of the journey, the more difficult rapids coming later. After a few scrapings of canoe bottoms and other slight mishaps, in the preliminary engagements with the moderate rapids first encountered, the boys soon acquired some water sense, and filed through the swiftly rushing waters between the rocks with little disturbance.

The first major rapids, encountered at Hankins, toward the end of the initial day's run, were successfully but thrillingly navigated by all. A few miles further camp was reached, where the canoes were lifted from the water and placed, bottoms up, on shore. Wet sneakers and other clothing were changed for dry apparel, and after a hearty, hot meal, principal preparations for which had been made by the one-man land party, everyone retired for a well-earned rest.

On the second day, the auto drivers proceeded to Lackawaxen, Pennsylvania, with the tents and other weighty camp equipment. Repeating the previous day's performance, but with a different adult taking his turn at land party operations, the men returned in one car to Callicoon, where embarkation was made for the second leg of the journey, and an exciting day it was.

At Skinner's Falls the group met with what are probably considered the most challenging and exciting rapids of the entire course. Here the canoes were beached above the rapids, in order that the crews might reconnoiter afoot and observe other canoes and foldboats making the hazardous passage. Several of these craft swamped and even overturned in the turbulent, churning torrents, but without mishap to the occupants who prudently hung to the sides of their boats until more placid waters were reached. After rigid instructions regarding the course to be followed, and other last minute admonitions, the leader with his partner made a demonstration descent of the rapids, the remainder of the expedition watching carefully from shore. Then, one after another, the canoes manned by the boys and other adults shot through without mishap. Paddling to the shore below, the boys were so thrilled by their experiences that they wanted to try again. Lifting their light aluminum canoes over the boulder-strewn shore line to a point above the rapids, one crew soon shot out into the fast moving current for a second try. In a bold but more careless mood, and contrary to the leader's instructions, they veered too far into the center of the river where the water was far more turbulent than near the shore. Their recent but limited experience was not sufficient for them to cope with the predicament in which suddenly they found themselves. Their canoe shipped splashing water and turned broadside to the current. The boys soon lost control as the torrents poured into the now listing, rolling and sluggish craft. Amid shouts filled more with glee than despair, the canoe swamped beneath the foaming waters as they continued their wet passage downriver. Within seconds the leader's canoe sprang across the stream to their rescue, and soon many hands from the crafts

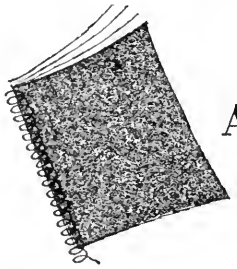
Delaware River above Port Jervis offers canoeist "white water" challenge.

waiting in the more still water below were assisting the boys. Soon they were on shore, damp but undaunted. In accordance with previous and emphatic ruling by the chief of the party, the boys were returned to camp by the driver on shore duty, who had come to watch the fun. Dry clothes but no more paddling for the capsizers was the law that day.

Several of the other crews shot the rapids repeatedly, without apparent difficulty, but always in the course described by the leader. With two-thirds of the day's journey ahead, the trip was now resumed. By use of a two-blade paddle, fashioned by lashing the shafts of two single-blade paddles together, one adult in the canoe vacated by the absent boys easily kept pace with the party for the balance of the distance to camp.

On the third day, many more major rapids were passed; however, although they extended over longer lengths, none were considered as dangerous as the one at Skinner's Falls. The higher altitude of the surrounding hills afforded more magnificent and climatic scenery for this last stage of a wonderful and never-to-be-forgotten trip.

A sandy beach had been selected as the point for the disembarkation at Port Jervis, near where the automobiles had been parked in the morning. The little flotilla landed on schedule, and after dry apparel had been donned, and canoes slung and secured to car racks, the party proceeded to a restaurant for their evening meal before traveling homeward. The over-all charges of the entire trip had not exceeded five dollars per person, which included the cost of gasoline and food.



A REPORTER'S NOTEBOOK

Ruby Cook — Distinguished Citizen

Mrs. Ruby Cook receives the Distinguished Citizen Award from Miss Shirley Twyford, toastmistress, at the Venture Club Award dinner.

The Distinguished Citizen Award from the Venture Club of Lancaster County, Pennsylvania, was awarded to Mrs. Ruby Cook, executive director of the Crispus Attucks Community Center. The award was presented to Mrs. Cook for her outstanding work at the Center and for her promotion of greater understanding among the religious and racial groups of Lancaster. Readers of RECREATION will remember the article, "A Volunteer Success Story," about Mrs. Cook's excellent use of volunteers, in the May, 1950 issue.

Julian O. Olsen Honored

The award of a gold key has been made to Mr. Julian O. Olsen, superintendent of recreation, Pensacola, Florida, for meritorious service to recreation in the five-state Southeastern Recreation Association area. Mr. Olsen was appointed as Pensacola's first full-time city recreation director in 1945, and has been in recreation work since 1914.

Ernest W. Johnson to Retire

After thirty-six years of work in the recreation movement, Ernest W. Johnson is retiring as director of public recreation in St. Paul, Minnesota. During his years of service, Mr. Johnson helped St. Paul grow from seven playground areas to fifty-eight. The staff of the recreation department has grown from three people to its present size of seventy. Mr. Robert Lobdell of Evansville, Indiana, has been appointed to succeed Mr. Johnson.

Constructive Teen-Age Activity

Sponsoring of a Korean boy to enable him to attend Central Oregon Community College, at Bend, Oregon, has been decided on by Bend's Teen-Age Recreation Council. A scholarship was secured, a home with free board and lodging found, and $150 toward transportation has been raised by various projects.

Family Swimming Pool Clubs

Small, intimate family clubs centering around swimming pools are a recent development in Houston, Texas. Often children are left at the pools during the day and wives return later with their husbands for an evening dip. Family membership through October 1 is $65 and membership is limited to three hundred families. Hamilton H. Anderson, a swimming pool contractor, said that each year contractors are building about three times as many pools as the previous year.

Does Your Town Want A Pool?

If so, you will be interested in the way Millinocket, Maine, went about getting one. First of all, the citizens had to want a pool enough to pitch in and work for one. A local factory supplied machinery free of charge, and men of the community worked evenings on the excavation. Concrete pouring was done by local men, who do this for each other when building new houses. The piping was done by plumbers from the factory. The total cost of the project to taxpayers of Millinocket was $4,323.16 or $2.88 per taxpayer.

Hans Christian Anderson Anniversary

One hundred and fifty years ago, April 2, 1805, the beloved author was born in Odense, Denmark. Among celebrations in his honor are: an exhibit in the Library of Congress, April 2—July 31, exhibits and story hours in all New York Public Library branches, a Hans Christian Anderson statue and story-telling center scheduled for presentation next October. This bronze statue, designed by Georg Lober, is the gift of the children of Denmark to the children of America and will be in New York City's Central Park.

American Baseball Big Hit in Saigon

The people of Saigon, Indochina, have been introduced to American baseball. The introduction included play-by-play announcements in Vietnamese and French and mimeographed explanations of the game in these languages. The U.S. Information Agency supplied the details to the local population in response to newspaper requests for information about how this "great American game" is played. Great interest built up and there was a large crowd when the first game got under way. Spectator response was spirited but lagged behind sometimes after a play until the watchers checked their programs or were told

"Yes—but what could we *play*?"

Cartoon by Corka. Reprinted with permission from *Today's Health*, August 1954.

George Wilson, left, accepts congratulations from Bob Abbuehl, banquet toastmaster, on receiving the 1955 Weir Award.

Outstanding Student

George Wilson, doctoral candidate in recreation at Indiana University, has received the L. H. Weir Award for being the outstanding graduate student at the university. Mr. Wilson is president of the Graduate Recreation Society. He serves on the administrative staff of the Milwaukee Recreation Department.

in Vietnamese what had happened. The game was played between officers and men of the U.S.S. *Estes* and staff members of the Military Assistance Advisory Group (MAAG). About $228 was raised for Vietnamese refugees.

1955 Intergroup and Human Relations Workshops

The National Conference of Christians and Jews will cooperate, through the Commission on Educational Organizations, with thirty-six colleges and universities in various states in the conducting of intergroup and human relations education workshops this summer. Since 1941 the National Conference has worked with more than two hundred workshops. For full information, write nearest National Conference office or communicate with Dr. Herbert L. Seamans, 381 Fourth Avenue, New York 16, New York.

Facts and Figures

Wisconsin: Columbus voters have approved council action to build a $60,000 swimming pool, and a $300,000 bond issue to build a swimming pool has been approved by Menasha voters. Linden voters have authorized an issuance of bonds for a village community building.

Illinois: Evanston voters have approved a $425,000 issuance of bonds for construction of a community building.

West Virginia: A $2,500,000 program of development for state parks and forests will start now that the state legislature has passed a bill legalizing the issuance of a revenue bond issue.

Minnesota: Bloomington approved a $450,000 bond issue for acquisition of park and recreation lands; and a swimming pool bond issue was approved at Appleton. Circle Pines has agreed to a $100,000 issue for a community building.

Indiana: A bond ordinance of $165,000 for capital improvements of the La Porte park system has passed.

Alabama: 1,700 acres for new park development have been given to the state.

California: A $32,500,000 bond issue has been approved for schools. Of this, several millions will be used for gymnasiums, swimming pools, and other recreational facilities.

Iowa: Sioux City Recreation Department made available public address systems, program materials, movie projectors, handcraft and picnic equipment, costumes, books and records to public and private organizations. These services reached 292 organizations, 44,120 participants, 16,380 spectators.

Cooperation for Recreation

The East Orange, New Jersey, Board of Recreation Commissioners, realizing that the city has few suitable properties available for playground or park use, has adopted a policy of cooperating with the East Orange Board of Education to develop existing recreation property. Several such areas have already been completed with facilities that can be used for both summer and winter activities. Many more areas are planned to provide playing fields, roller skating and younger children's apparatus.

Safety Pamphlet

A pamphlet on safety in sports and other recreational activities, with contributions from leading athletes and authorities on sports, is now available. For copies write to: Johnson & Johnson, New Brunswick, New Jersey.

An Excellent Report

The fiftieth anniversary booklet of the Winnetka, Illinois, Park District contains fine illustrations and good presentation. Entitled "This is Yours . . .," the brochure shows townspeople enjoying the various facilities available to them, gives information about the parks and lists plans for future projects.

How To Make It Pamphlet

The revised edition of *How To Make It*, a bibliography of free and inexpensive booklets on arts and crafts, is available for fifty cents. Copies may be obtained by writing to: Curriculum Laboratory, Temple University, Philadelphia 22, Pennsylvania.

Vinal Book Again Available

Nature Recreation by William G. (Cap'n Bill) Vinal, out of print for some time, is now available from American Humane Education Society, 180 Longwood Avenue, Boston 15, Massachusetts. The price is $3.50.

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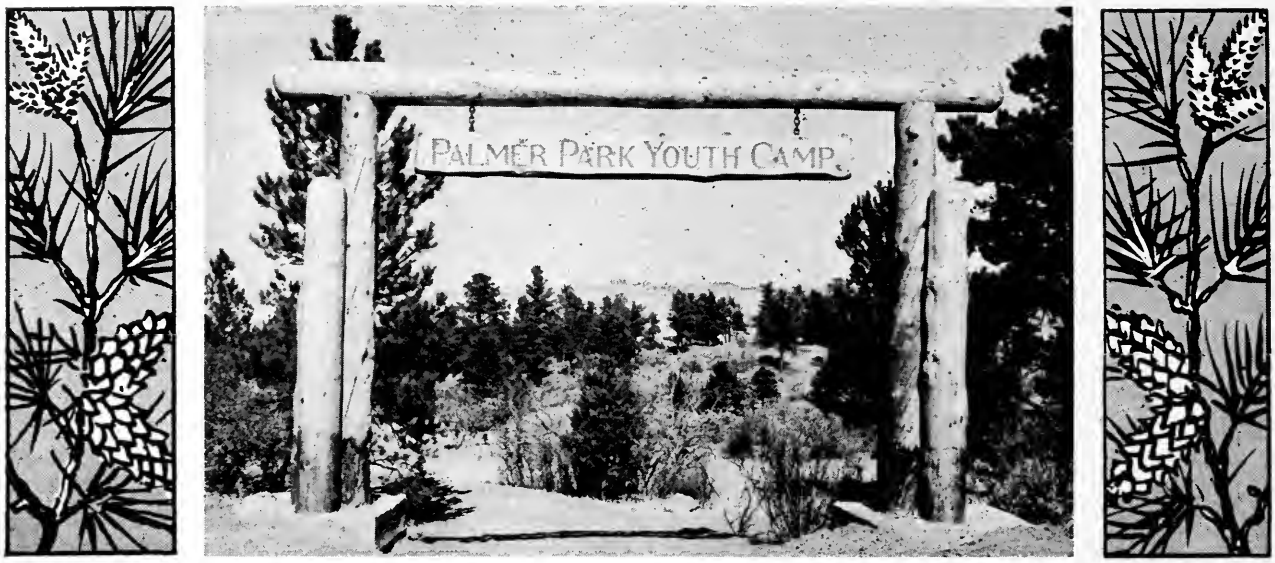

The campsite provides a panorama of mountain and plain. Entrance portal donated by Kiwanis.

NEW CAMP in Colorado Springs

Lester Griswold

This is the story of a youth service project achieved by a community through the joint efforts of twenty service clubs and civic organizations cooperating to provide a campsite equipped with facilities for overnight camping. Located within a few miles of Colorado Springs, it is readily accessible to local groups and convenient for sightseeing visitors.

The development of a suitable site for overnight camping in the Pikes Peak region had long been desired by the leaders of youth-serving agencies in the community to meet the needs of local boys and girls and to provide essential facilities for visiting youth, traveling with their own equipment on educational or pioneering trips.

It was recognized that preparedness for outdoor living, as taught and practiced by scouting and other youth organizations throughout the free world, develops both self-reliance and concepts of cooperation for the good of all—which later determines attitudes of citizenship. In addition to acquisition of camping skills and the adjustments of team work, boys and girls are entitled, according to all good leaders of youth, to the lasting satisfactions of the experience of group associations in a natural environment, where the sharing of responsibility and the recognition of the abilities of each camper—regardless of his home background—has a character-building value inherent in no other activity.

The youth-serving agencies of Colorado Springs heartily supported the Palmer Park plan as a means of bringing camping experience within reach of many youth who could not attend the seasonal camps of the region because of limited means, family responsibilities, or other reasons.

Prior to 1954, camping in any of the municipal parks of Colorado Springs was forbidden. The nearest public campground was at Manitou Park, fifteen miles distant, in the Pike National Forest where available space is always crowded. Annually, for several years, Boy Scout troops, traveling by bus to Philmont, the National Boy Scout ranch at Cimarron, New Mexico, were unable to spend planned time in the Pikes Peak region because of the necessity of camping at Manitou Park or going forty-two miles to the Pikes Peak Council's Camp Alexander at Lake George. For many youth groups limited time prevented use of either site and the local YMCA and YWCA provided gymnasium space where bedrolls and sleeping bags could be used. Only very limited shower and toilet facilities were available beyond the normal requirements of these buildings for their members and visitors.

The camping committee of the Pikes Peak Council Boy Scouts made a prolonged search for a suitable campsite accessible to Colorado Springs. Many privately-owned sites were considered and rejected because of various inadequacies or prohibitive cost. Finally the committee decided to seek the approval of the city council for the development

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LESTER GRISWOLD *is a member of the park and recreation board in Colorado Springs, Colorado, and the author of arts and crafts publications. He was active in the initial promotion and support of this community project.*

of an area in Palmer Park, a natural woodland situated in the foothills known as Austin Bluffs five miles east of the city. They prepared a statement of the need for a youth camp and referred it to the park and recreation board. On the recommendation of this board the city council approved the committee's development plan and amended the city ordinance to permit this restricted type of overnight camping in the designated area of about fifty acres.

This park consists of over seven hundred acres of wooded mesa land broken with spectacular rock formations—geological remnants of the sedimentary formation (Dawson Arcose Sandstone) which existed before the upthrust of the mountains. General Palmer, founder of Colorado Springs, who gave the park to the city, had constructed twenty-three miles of trails for hiking or horseback riding. With an unsurpassed view of the Rampart Range of the Rocky Mountains, a part of the Front Range, dominated by Pikes Peak, Palmer Park provides a panorama of mountain and plain which extends nearly one hundred miles in each direction, north and south.

With the approval of the city council for the over-all plan, the committee was then reorganized to include representatives from the six women's service clubs and the fourteen men's service clubs, the recreation and leisure-time division (youth-serving agencies) of the Community Council, the American Legion, Junior Chamber of Commerce and the park and recreation board. With their enthusiastic support, the development plan was undertaken and the Palmer Park Youth Camp became a community-sponsored project. Initial construction was started in May, 1953.

At the dedication on February 14, 1954, Mayor Harry C. Blunt said in part, in accepting the camp for the city, "This camp is unique in many respects, especially for the fine opportunities it offers for youth and for its strategic location . . . and will make Colorado Springs a scheduled stop on most camping itineraries. Interest in travel for youth groups sponsored by community organizations is national in scope. This camp is only the beginning of a facility for youth service which is destined to grow, not only in this community but throughout the country."

Mr. William I. Lucas of the Community Council expressed the appreciation of the youth-serving agencies, referring to the campership fund program of this division of the council and their objective of a camping experience for every teen-age boy and girl during at least one summer of their school days. "The provision of this camp," he said, "will now enable our agencies to plan a much more extensive program of camping. We anticipate developing a plan to acquire a number of camping equipment units, including bedrolls and cooking utensils which can be made available for groups or individuals who cannot afford to own them. In this plan we shall also invite the cooperation of the service clubs which have made this camp possible."

City Manager John M. Biery, commenting on the citations for service contributed to the camp, said, "The value of this physical plant is immeasurably greater than the actual financial outlay because so much individual service, besides the actual dollars contributed, has gone into the planning and construction of the accommodations, all donated cheerfully by many citizens and organizations concerned for the improvement of our environment for youth."

The contributions from the service clubs, Junior Chamber of Commerce, American Legion, and Community Foundations totaled $12,750, which was used to buy materials and to pay for contract labor. The two-inch waterline was extended five hundred feet from the park main as the contribution of a local contractor member of the committee. Volunteer members of the plumbers' union installed the plumbing fixtures in the service building. The painters' union finished all the exterior woodwork and painted the interior of the service building, using materials donated by the paint and supply dealers. The outstanding labor contribution was six hundred man-hours on construction furnished by members of the Exchange Club. They dug the foundations, laid the pumice blocks, and erected the roof rafters.

The committee considers the first year's development as the initial phase of a long-range plan in which the camping facilities can be extended as use justifies and finances are available. Now provided are four Adirondack shelters, a dining-cooking pavilion, and the service building. The shelters, as the name indicates, have one side open and are oriented to provide protection from the wind, rain, or snow.

The kitchen and dining pavilion are centrally located. The concrete floor space is enclosed by a low wall which is capped by a parapet that serves as a seat. The tables are four feet square with space for eight campers. The diagonal

The kitchen and dining pavilion, seen from the hillside, is centrally located. Low wall serves as seat. Eaves extend to form a protection for the open sides.

Hi-Y chefs prepare their eats. Since official opening in 1954 some seventy-five youth groups or organizations have been listed among the many camp visitors.

braces of the table legs, placed one foot above the floor, provide a shelf convenient for storing hats, cameras, and other duffel during a meal.

The cooking units, or stoves, have top cooking surfaces 22 by 44 inches, and independently-fired baking or barbecuing ovens 16 by 16 by 40 inches. The fire chambers for the surface and oven units are connected to separate chimneys with damper controls and may be used independently. The ovens are operated on the principle of the adobe bake-ovens found in the Indian pueblos along the Rio Grande River, as they are preheated by fires built about an hour in advance and the cooking done by the stored residual heat. Bread, pastries, potatoes, apples, and meats may be cooked perfectly in this way. These stoves in the dining pavilion, also the one in the Rotary shelter, were improvised from artificial ice freezer cans. They are mounted upon bases of firebrick.

The winterized service building has every facility for "clean-ups" which are as important as satisfying food for the campers. This heated building, with duplicate equipment on opposite sides for boys and girls, provides a supply of hot and cold water for lavatory sinks and shower baths which can be maintained all the year around. Adequate toilet facilities are likewise available at all times. Bottled gas is used to heat the building and as fuel for the water heater. A telephone is located near the service building, and electricity for lighting all the buildings is provided by the city from nearby power lines.

The activity area and woodlot is located adjacent to the kitchen. Sections of logs imbedded in the ground and surrounded by seats of smaller sections afford tables for handcraft projects, letter writing, notebook work, or table games. Here also is plenty of material for the whittlers and woodcarvers as well as for the kitchen firewood supply, which is kept replenished by the park department from dead trees removed from city property. The campers assigned to splitting the trunks and branches for firewood usually compete with zeal in this activity.

Applications for "use permits" are made to the Colorado Springs Park Department, and the responsibility for making space assignments and enforcing the regulations is assigned to the Palmer Park caretaker who said, in reporting the record for the first season, "The groups using the camp have been very cooperative in cleaning up. It is estimated that they do seventy-five per cent of the general clean-up in the camp and immediate area, and the remaining twenty-five per cent is done by the park caretaker."

Since February 14, 1954 when the camp was officially presented to the park department, seventy-five youth organizations or groups have been guests there. Included in the list kept by the park superintendent, Willard Russell, were the local Boy and Girl Scouts, the YMCA Hi-Y Clubs, YWCA Y-Teens, Boys' Club, groups from the Salvation Army and the Colorado School for the Deaf and Blind, and also various church and neighborhood groups. In addition to visiting Scouts, there were the Normal Girls of Wisconsin, tour parties of the See America First organization, and the Future Farmers of America. Altogether twenty-two states were represented and 1,949 individual campers were listed in the use permits. More than half the number requested permission to remain three or four nights in order to visit the scenic points of interest in the Pikes Peak region.

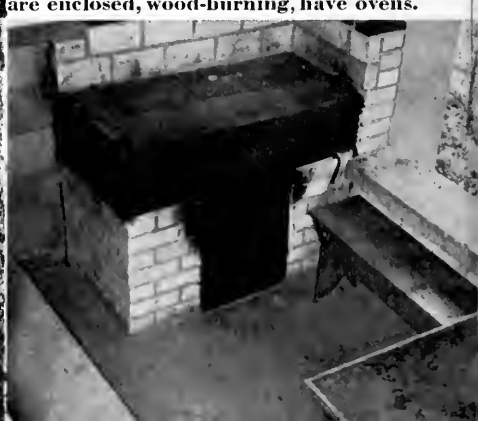
The camp development, with many services donated and material purchased at cost, was achieved with a financial expenditure of $12,654.56. The plan proposed by the camp committee to clear a small indebtedness and provide funds for the development of additional facilities as need arises, calls for annual contributions from the service clubs and civic organizations pledged to support this youth project.

The committee was gratified to receive an evaluation of the camp from Arthur Todd, field representative for the National Recreation Association, in which he said, "The camp represents an extremely useful and desirable service by the community to its own youth and the young people of other states and communities. Organized youth groups of all kinds find here the facilities that they require, arranged in such a way that they can enjoy the greatest satisfaction of outdoor living. The provision of these facilities requiring only custodial care makes possible this excellent service at a minimum cost. . . . The financing of the camp by service clubs and other organizations is most commendable. It is difficult to conceive of any projects or expenditure of funds that would give more satisfaction to those who have shared in it or would be a greater investment in the future of the community."

Shelters equipped with cooking units are much in demand for winter camping and, in particular, for scout patrol use.

Bunks in each shelter can accommodate ten or twelve campers, are filled with clean sand. Floors are concrete.

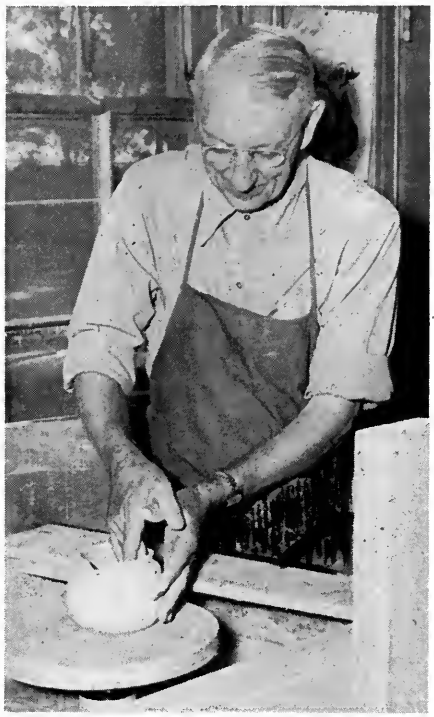
The cooking unit in Rotary shelter is similar to those in dining pavilion. All are enclosed, wood-burning, have ovens.



Arts and Crafts Are Terrific Success

How a dramatic hobby school, set up by the city recreation department, adds charm to St. Petersburg, Florida

Mary E. L. Sawyer



Proud craftsman at hobby school shows technique of "throwing the wheel," a satisfying and glamorous part of the art of pottery-making.

NO ELABORATE festivals are needed to entertain visitors in St. Petersburg. Art for fun, and not "for art's sake," has taken over. The community has observed that the average tourist of modest means can become bored quickly, and that people who have retired need a purpose in life; and it has proceeded to do something about these facts.

This civic attitude has resulted in a new and exciting activity. Hundreds of men and women, many of them elderly, are discovering fun, satisfaction, and social contacts every week in fifty different class groups in arts and crafts.

The St. Petersburg Recreation Department Adult Arts and Crafts Center was established April, 1952. It has grown by leaps and bounds and has been moved to larger quarters for the third time. Since November, 1954, it has formed the foundation of "The Sunshine University," located at the city's old Maritime Base, formerly a Marine training station.

There is always much in crafts to keep one mentally alive. It is stimulating to experiment with new materials and create new uses for old materials. Every day craftsmen and "will-be" craftsmen of the adult group find out that this is a very important aspect of keeping mentally fit. This busy, happy center fills a need, gives these people a feeling of personal growth. They become more interesting to themselves and thus to others.

The staff of the center report wonderful development among the elderly craftsmen, of coordination of mind and muscle and relaxed working procedures which make their work a lot of fun.

MARY E. L. SAWYER *is senior supervisor of recreation in St. Petersburg, Florida.*

The classes are taught advanced procedures and techniques in loom weaving, woodworking, basketry, ceramics and pottery, art in metal, enamel on copper, leather work, puppets and marionettes, and doll making. Advanced work is also promoted in the art groups: painting in oils, water color, pastels, and in the sculpturing group. A center of this type must be set up to encourage the creative and social recreation phases of such activities. Then the rewards are twofold—for participants and for the recreation department. Each receives satisfaction in giving and in receiving.

Going through the arts and crafts division, which is housed in the administration buildings of the old base on Tampa Bay, next door to the U.S. Coast Guard, one sees subjects for the artists to paint close at hand—boats, docks, landed buoys, and many waterfront activities, all colorful and stimulating.

The Weavers Guild, consisting of a large group of elderly ladies, takes up a huge room, with forty looms. Some of these weavers took up the craft as a profession years ago; others took it up as a hobby. They all say that they were attracted primarily by its soothing relaxing aspects. Early American patterns from coverlets are reproduced on the 2-4-6-8-harness looms. One weaver makes unbelievable patterns on a 34-harness loom. New and original designs are constantly being made up for group use. They invent new uses for metallic gold, silver, and bronze nylon threads in weaving stoles, evening wear, and purses.

Have you ever heard the "Weaver's Rhythmic Song"? On the wall of the weavers' room is a plaque with these words: "One—throw and catch; two—firmly beat; three—hold the beater; four—change the feet." New weavers are supposed to chant these four steps to make a weave right.

"One evening last winter," said the director, "I was at the far end of the building from the weavers' room. I could hear the weavers at work on their looms; it was a very homey and industrious sound, pleasing and rhythmic. It was the sound of the craftsman at work.

"I have gone into the center and heard the beating on metal, perhaps loud and disturbing, but to the other craftsmen intent on their own work in other rooms, this noise meant the making of beautiful handwrought bowls, cups, trays, jewelry, and pieces of copper to enamel.

"In a sunlit room a group of forty elderly men and women were painting in oils. I watched a lady of seventy

Headquarters at old maritime training station provides ideal scenes for outdoor painters: boats, docks, waterfront activity.

painting her first picture, a scene of the lighthouse where she lived. I watched a retired doctor intent on his work. He said to me, 'You know, this is wonderful. I've always wanted to try this, but never had the time or opportunity.' I stopped to watch another woman, hands drawn with arthritis, making a pine-needle tray, happy with her work, delighted that her hands were working again, and enjoying the social atmosphere with all the others around her.

"I edged my way into another room to watch the excitement of these elderly people taking pieces of enamel on copper out of the kiln, amazed at the glazes taking on brilliance as the pieces cooled."

These people have gone all out for ceramics. Some of the reasons are the excellent specialists in ceramics, the opportunities to make something useful, and to create something in a cool soothing medium. It has been estimated that over 9,500 pieces have been completed here in a year's time.

The Adult Arts and Crafts Center is unique in its operation and conduct. A registration membership fee of one dollar per year is paid by each person enrolling in courses. The courses are set up on a basis of four weeks, two classes per week, for three dollars plus cost of materials. The instructors receive two dollars per person, and the one dollar membership fee and other dollar from the course fee go into the city's funds for operation, maintenance, and equipment. Attendance averages one hundred persons a day. The division is in operation daily, 9:30 to 11:30, 2:00 to 4:00, and 7:30 to 9:30, Monday through Friday. There have been as many as fifty classes scheduled per week. Four full-time workers and a maintenance man are paid by the recreation department. During the height of the season for visitors, there are as many as thirty-two instructors.

The instructors come to the center of their own accord; but the requirements are high. In addition to having backgrounds of training and experience in their field of arts and crafts, they must like to teach techniques and procedures. These fine instructors all believe that this is a way of giving instead of receiving; and they also believe that they, too, receive much beyond the twenty-five cents per person compensation.

The department staff members are amazed at the talent, experience, and ability of these instructors. Among them are: a retired silversmith from England, who studied under old masters from boyhood, and who is famous for the hand-wrought gold cup and saucer he makes for an annual handicap race in Canada; well-known artists; retired businessmen, retired school teachers and college professors; and retired people who always worked in arts and crafts as a profession or a hobby. A few of the instructors are young adults, well-trained and entirely interested in the arts and crafts division and its interesting people.

An arts and crafts center is a place offering the freedom to keep busy, it's a friendly place, it's education on an informal recreation basis. People help each other. They enjoy working together in groups. They leave their troubles behind them, or solve them here in doing constructive work and what they most want to do with their time. They are always proud to show the results of their work. Compliments and constructive criticism are offered and accepted. Many have entered their work in exhibitions and received recognition and reward.

When one hears an elderly person say with so much pride and satisfaction, "Look what I made!" that's enough reward and reason for operating a golden-age arts and crafts center in anybody's town.

Firing enamel on copper and silver is exciting and a source of wonder at the high brilliance of the pieces as they cool.

One of the forty looms of the Weavers Guild. Constant experiment creates original designs using new metallic threads.

Evening Programs in Camp

Gerald P. Burns

MANY A CAMPER will, in after years, look back upon his camp experience and recall the evening program with pleasant memories. This particular time of day, just prior to bedtime, presents an unusual opportunity for activities quite different than those offered throughout the day. Their strategic occurrence at the close of the day enshrines them vividly in the impressionable minds of campers. The salient features of evening programs are unlike those of the school, the home, or the church. In fact, they provide a significant adjunct to educational implications of total camp program.

General Principles. Varieties of the evening program are endless but, like other activities of the camp, they require alignment with the objectives of the total program. For example, a short-term camp (one or two weeks) should favor a different type than does a long-term camp, since programs of prolonged and recurrent nature might easily consume too great a proportion of the short-term camp period. However, the long-term camp (one or two months) profits by stressing a continuous or connected program of related and integrated evening activities. Then too, the nature of the evening program must conform in general to the remainder of the camp program. For example, if primitive living is the core of the camp program and philosophy, then it should be continued in the evening.

Certain general principles apply to the majority of evening programs despite their highly variable character. The following are a few which are relative to all. Evening programs should:

1. Taper off and prepare the camper for bed. Properly planned they can work toward a quiet closing note that is inducive to repose.

2. Be planned in the light of the total camp program; if the day has been physically strenuous, the evening program should be less active. It may also set the stage for coming events and help dramatize various other aspects of the camp program.

3. Be democratically planned. Impromptu or surprise programs planned by the director, the staff, or the campers are desirable at intervals, but all three should cooperate in planning the greater part of the camp's twilight activities.

4. Provide opportunities for wide participation. One method of achieving maximum participation is to schedule the evening activities on the four functional levels or operating groupings of camp: the intimate living group of the tent or cabin; that of several cabins or tents, usually of similar age groups; the interest or activity group; the total camp, including all units and the complete staff. Here is a spot for everyone to get into the act. Those proficient in particular fields should have opportunity to shine, but not dominate the limelight or deny opportunity to those less gifted. It is at this point that the skillful counselor plays the role of a diplomat-administrator in uncovering hidden talents, drawing out shy individuals, developing cooperative undertakings, and promoting such matters as need the emphasis that evening programs provide.

5. Be as much outdoor-centered as possible. Various phases, including pioneer living, Indian lore, and the like, should be continuously stressed. The unique outdoor environment of the camp should be utilized, thus providing a theme different from anything urban environment offers.

6. Be largely informal and simple in structure. Long preparation for dramatic perfection can usurp so much time as to preclude opportunities for participation in other more desirable pursuits. Complex scenery and staging may be questioned in most camps. Simple camp-constructed staging usually has more personalized value than elaborate materials imported from the city.

7. Provide opportunities for ingenuity and creativeness. Few situations equal the camp in its facility to develop creative activities. The camp, incorporating all the elements of a community and blending the various groups into a structural entity, provides for improvisation and creativity.

8. Offer a wide variety of activities that include some items of interest for every camper. The bounds of the imagination are the only limitations in the evening program of the modern camp. As in the day's activities, care must be taken that balance is maintained. This balance concerns itself with such matters as the length of the program, the nature of the groups participating, the activity or passivity involved, and the supplement it provides for the ongoing theme of the total camp program.

9. Avoid embarrassing any person in camp. After the

DR. BURNS, *former executive director of the American Camping Association, is now vice-chancellor of New York University.*

strenuous program of the daylight hours, a more subdued and friendly spirit is invoked at evening. Good natured fun is encouraged, but horseplay that embarrasses or pokes fun at any member of the camp should not be tolerated.

10. Utilize the best possible sites available. Many specially designated areas are better suited to evening and nocturnal activities than to daytime pursuits. The site, equipment, and facilities should be as carefully chosen for evening programs as for their daytime counterparts.

Variety, the Spice of Program. The best entertainers understand that a show replete with a variety of acts gains audience appreciation more readily than a presentation that drags along on a single theme. Successful teachers know that a curriculum rich in content and delivered by different methods catches and holds the interest of pupils, thus permitting rapid learning. Camp directors appreciate the unending possibilities for variation and extension of the camp program in the evenings. The long summer evening is looked upon as a time for adding an appropriate climax, active or passive, as a fitting supplement to the day's activity.

Why do evening programs vary so markedly from their daytime counterparts? There are several reasons. First, dusk is falling and the quiet solitude of night is descending. Many activities can be sponsored in the dusk that are impossible in the brightness of day. One illustration of this is the magic that transforms the simple cooking fire of the day into the symbolic campfire of the night. Then too, a story of romance and adventure soars to unimagined heights on the wings of darkness and mysterious night sounds.

A second reason for this difference lies in the particular purpose of the evening program—to close the day on a high level of participation. A friendly circle can be formed at high noon, but in the twilight it is vastly more effective. Square dancing is fun at any time, but always best in the evening. Programs designed to supplement the day's activities and send the campers to bed with new attitudes, deeper insights, and wider understandings are a vital element in the program of the modern camp.

Third, evening programs differ from daily activities in that the former seek to develop that part of the camper's personality which is but lightly touched upon during the day. Most of the morning and afternoon pursuits encourage active and sometimes strenuous physical participation. In contrast, the evening festivities are primarily directed along mental and emotional lines; they form the more passive portion of the camper's waking hours. In the still of the night, when mental attention and emotional focus are riveted on a particular thought, deed, or plan, concentration occurs and teachable moments present themselves. It is in this wonderful environment that maximum effort should be made to present programs and activities of spiritual and moral value.

Evening Programs as Supplement to a Full Day. In some ways the evening is, and in some ways it is not, a definite extension of the daily program. Activities of the twilight hours are a part of the day's program in that they continue to some extent the theme of the day and help achieve desirable goals. Evening activities are not a true part of the day's activities in that their purpose, method of presentation, and sometimes their content are quite different. One way of expressing their relationships is to say that evening activities are *supplementary* to the activities of daylight hours.

Evening activities are supplementary also in that they taper off the earlier activities. They provide opportunity for putting across ideas not possible during the day. These ideas may be as subtle as a parable or obvious as a general administrative announcement. The evening is a time to sum up the program that has gone before, to bestow recognition, to answer questions, and to bring the day to a happy close. As a proper conclusion is essential to a well-developed report, so, too, is a well-devised evening program essential to the smoothly functioning and expertly balanced program of the modern camp.

Role of the Staff. The counselors and director should take an active part in the various evening programs. The role of the staff in the usual daytime program is to guide the planning, render necessary leadership, and facilitate maximum participation by the campers. In the evening, the staff participates with greater frequency in the actual program.

Sometimes campers desire—and with reason—to be entertained at the close of the day. If such a desire is manifest on occasion, there is no reason why the staff should not step into a more active role by putting on a show, engaging in a contest, or in other ways providing an interesting and enjoyable finale to the day's program.

Obviously, all evening programs should not be limited to staff participation. The guiding principle here should be that the evening program include the proper combination of staff and campers to promote the best balance.

Planned and Unplanned. As in the case of the daytime programs, a certain amount of spontaneous activity is desirable. There must be opportunity for the individual camper to be on his own. There must be time for interaction between campers, not scheduled as a formal affair.

Sound planning allows for some unscheduled evenings. This should be true on all three levels—cabin, unit, and camp. If campers desire to change to a planned program on a semispontaneous basis, this should be permitted. Capable counselors and administrators recognize, in the unplanned or spontaneous evening programs, a fruitful opportunity to achieve important objectives, particularly on the mental, emotional, and spiritual planes.

Whether on a planned or unscheduled basis, the evening offers an ideal time for a quiet "retreat" of small groups or individuals. An extension of the retreat on a large scale is the vespers program used by so many camps. Nature has lavishly endowed most camps. There are few camps that cannot find or develop a "natural cathedral" in which inspirational meetings can be held.

Among other types of evening activities are evening singing, storytelling, games, campfire programs, nocturnal nature activities, evening trips and excursions which include star jaunts, moonlight walks, night-sounds trips, dark night trips, evening cook-outs, and so on.

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NEW HORIZONS in CAMP FIRES

Justine Milgrom
Drawings by Harry Milgrom

WHAT ARE THE ingredients for a successful campfire experience? We all know what they are—camper participation, motivation, a well organized program, color, and memorable dramatic highlights.

Last summer, we decided to utilize a modern theme in keeping with the present-day interests of our youngsters; so our high-point fire was based on "Space Adventures."

Preparation began almost as soon as we arrived at camp.

MRS. MILGROM *has been a crafts director at summer camps for the past fifteen years, and has her own crafts studio specializing in jewelry and* MR. MILGROM *is supervisor of science in the elementary schools in New York City.*

A number of boys were recruited to work on what we mysteriously called "Operation Z." This involved the construction of a very large model rocketship capable of housing a child. It was so built that it later became a piece of permanent play equipment. The entire project was considered a top secret known only to those involved. It aroused a great deal of speculation and interest.

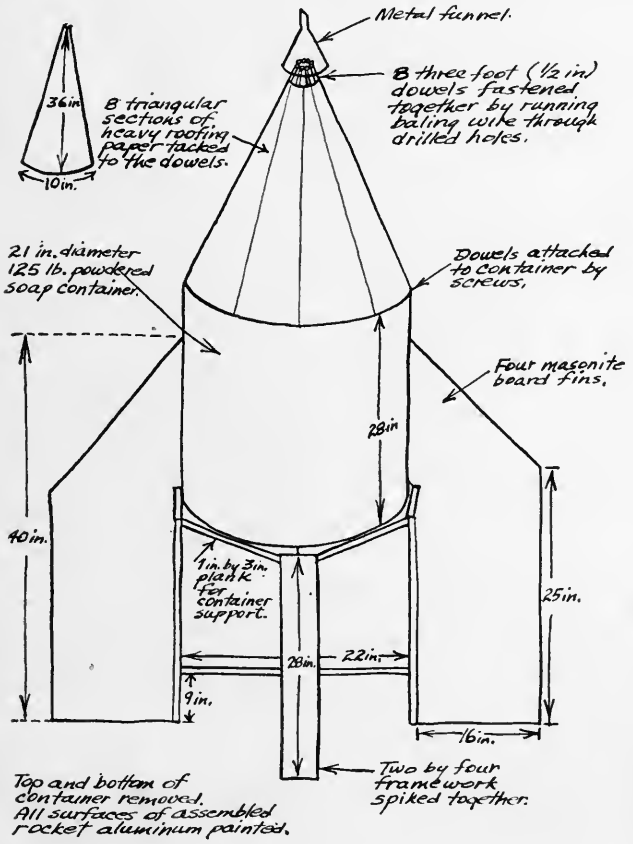
The ship was completed about a week before the campfire date. When the camp was otherwise occupied it was finally assembled and made part of a space travel agency that was set up on the main lawn. Each child came over and indicated the planet he wished to visit. His name was entered on a list. He operated the controls, flashed a message to the "central dispatching office" on Mars and received a ticket for his passage. The children were introduced to the "Language of the Universe"—pig Latin to ordinary mortals.

A call went out to the campers for skits and songs suitable for the occasion. By this time the imaginations had been so fired that a tremendous amount of original material was forthcoming.

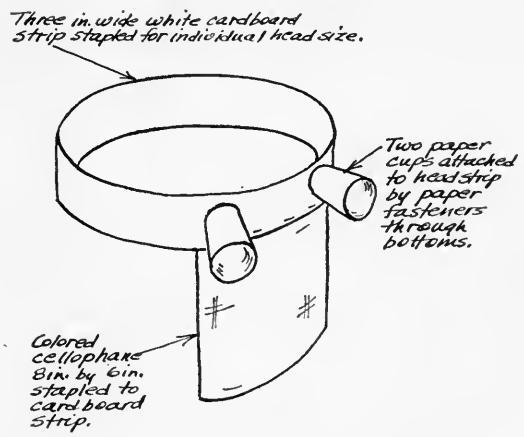
The crafts department with the cooperation of another group of campers produced a space helmet for each child.

It was decided that a special word should be used to signify approval. One of the leaders wore an illuminated sign on his chest with the letters ZYX. When the light flashed on, the campers shouted "ZYX" instead of applauding. "The Song of Space" was written to the tune of "The Marines' Hymn." All the youngsters learned it in advance and it became the theme song.

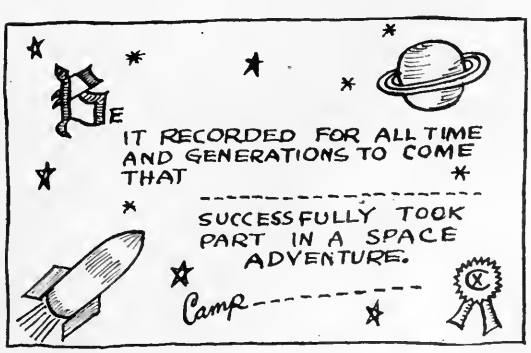
THE ROCKET SHIP


Metal funnel.
8 three foot (½ in) dowels fastened together by running baling wire through drilled holes.
36in
8 triangular sections of heavy roofing paper tacked to the dowels.
10in.
21 in. diameter 125 lb. powdered soap container.
Dowels attached to container by screws.
Four masonite board fins.
28in
40in.
1in. by 3in. plank for container support.
25in.
28in.
22in.
9in.
16in.
Two by four framework spiked together.
Top and bottom of container removed. All surfaces of assembled rocket aluminum painted.

THE SPACE HELMET


Three in. wide white cardboard strip stapled for individual head size.
Two paper cups attached to headstrip by paper fasteners through bottoms.
Colored cellophane 8in. by 6in. stapled to cardboard strip.

THE CERTIFICATE



The Song of Space

From the good old earth we blast away,
On a journey bold and new.
As we zoom along, we shout and say,
"Outer space we're coming through."

Chorus

Hail to Venus, Pluto, and to Mars!
Hail to each Saturnian!
Hang the banners from the twinkling stars
For the flight of the Earthman.

The (*camp name*) rocket travels straight
To each planet in its place.
Every space man soon will learn his fate
And the mysteries of solar space.

Chorus

Hail to Juppey, Merc, and Uranus!
Hail to all Neptuniers!
There are none who can compare with us,
For we're space adventurers.

—Justine and Harry Milgrom

After dinner, on the night of the fire, each child got his headdress and had pinned to his shoulders a towel which served as a flowing space travel cape.

The actual program events followed:

- At the bugle call all campers with their counselors assembled at the flagpole.
- The head counselor announced that a messenger from outer space was expected. At that moment, signals and swishing noises went out over the public address system. The messenger appeared running towards the group across the fields. He carried a large beam light.
- The messenger explained that he would lead the group to the launching platform. (Campfire site where the rocket ship was now set up.) All proceeded there by groups.
- Campers were seated. They were introduced to the "space guide" who explained their various travels.
- The fire had been built with a pathway of sparklers leading to it. The messenger lit the fire by placing a match to the sparklers. When the last one burned to the end, the fire burst into flames, blasting us off into space.
- The space guide went into a running commentary about fastening safety belts, a description of outer space, traveling speed, and so on. This was an opportunity to impart a bit of scientific information.
- En route the group sang its space theme song.
- Venus was sighted. On it was seen a group of space girls. The ship landed and the passengers were entertained by one of the younger girls groups. They had written an original story which they acted out using a narrator and pantomime action.
- The ship took off again and sighted Pluto where a group of boys entertained with an original song.
- We then had some music on the guitar.
- The space guide told a "Fantastic Story."
- Another group sang an original song.
- The space guide sighted Saturn and went into a description of its rings. He announced that some of the Saturnian rings were among us to be distributed. They turned out to be doughnuts, the refreshments for the evening. At this time, also, each child received a space certificate.
- All sang taps in pig Latin and a happy evening ended.

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Betty Burton

Use An AUTOHARP on the Playground

Playground leader Marcia Lane illustrates effective use of the autoharp which "anyone can play right off."

THE AUTOHARP has solved a number of the problems of music for playgrounds in Colorado Springs, for it is a portable, low-cost, adaptable instrument easily played by a person who has had no training in music.

Dating back several hundred years, and well known in Europe, the autoharp has only recently been popularized in this country and is just beginning to be used in recreation activities. In appearance, it is similar to a zither, with thirty-seven strings across a sounding box; however, unlike the zither which must be played by plucking strings (and knowing which string to use), the autoharp has twelve chord bars, each lettered with the chord that it produces. In order to get a perfect C-chord of three octaves, the player simply presses down on the C-chord bar and strums the strings. It is small enough to carry around, weighs less than eight pounds, and rests on the table, or in the player's lap when being played.

The problem of what to use for a musical background, where a piano is not available, came up at a recreation meeting in Denver; and Art Todd, Midwest representative of the National Recreation Association, told us about the autoharp. Soon afterward, a local man, Mr. diSessa, appeared at a club meeting, using the instrument as an accompaniment for singing ballads. A talented musician who plays the violin and piano as well, he likes the autoharp for relaxation, and he showed us that it could be played by anyone. The leaders were interested, but somewhat skeptical about their own ability. Finally a boys' gym teacher said, "Well, that's all right for you, but how do *I* go about trying to play the thing?" Mr. diSessa showed him how to hold the F-chord bar down with one finger of one hand, and how to strum the strings with the other, after a couple of tries the teacher accompanied "Old McDonald Had a Farm" —with everyone singing. This piece could be done with only the one chord. After that, there were no more questions about need for musical ability. The meeting went overtime while everyone experimented enthusiastically.

The first summer that we used the autoharp (two years ago), we simply took it out, at a scheduled time, to each playground and started using it with the singing. Since the chords are the same as for guitars, we bought two books of music for group singing which were marked with letters corresponding to the chord bars. With these it was simple to know which chord to play.

We still felt, however, that we were short of music activities on our fourteen playgrounds. Last summer, therefore, we hired a specialist — a playground leader with a background of music and drama. She introduced rhythm bands, singing games, puppets, and plays. Where youngsters had formerly been hesitant about singing, the constant use of the autoharp has conditioned them and they now sing out happily.

Used with the tom-toms, bells, triangles, sticks, and ocarinas in the rhythm bands, the autoharp added the much needed chords to tie the other instruments together. In the little plays and puppet shows, it added sound effects and accompaniment.

To provide music for all the grounds, we mimeographed a booklet of forty common songs, double-spaced with the chord letter written above the words. Youngsters and the leader also worked out the chords for other songs.

Although there are twelve chord bars on the harp, they provide eight chords related to the key of C, eight related to F, six related to G, and three main chords in the keys of A and D minor. A booklet which comes with the harp contains instructions for playing it, a few pieces to experiment on, information on relation of chords and about transposing from one key to another; also a rack that fits onto the instrument to hold the music, felt and plastic picks (a rubber eraser works quite well, too), and a key to tighten or loosen strings for tuning. The instrument holds its tuning well and is simple to tune by

BETTY BURTON *is activities supervisor for Department of Parks and Recreation in Colorado Springs, Colorado.*

checking with a piano. A person who knows music can do a pretty good job just by ear.

While the autoharp will produce chords easily, that is not the limit of its usefulness. With a little practice and experimenting, the player soon learns that full three-octave chords may be played, or that only the bass strings may be strummed for different effects, that different rhythms can be worked out, and that going up the strings and then down provides an interesting result. Also the strings are all labeled at one end of the instrument so that it is possible to pick out one note alone.

One person may hold down the chord bar, while a small child plucks the strings, and a youngster seven years old can learn to play the instrument alone. I know this sounds too good to be true, and readers will say, "There must be a catch somewhere." There is one small one—a chord bar must be pressed down to make a chord; strumming the instrument without pressing a chord bar can rapidly drive a leader crazy, so the instrument does need to be used by a leader or with the leader's supervision.

The cost of the autoharp will depend on where you purchase it. Although it is made in this country by only one manufacturer and the name is copyrighted by them, we found that a local music store wanted thirty-five dollars for the instrument, while the identical instrument could be bought from Montgomery Ward for $19.50 (that was two years ago; the price is now $22.98).

Our latest discovery about the autoharp is that, when used with a contact microphone and amplifying set, it is loud enough to provide background for singing for a room of fifty people. We have bought the contact mike and are planning to make arrangements so that an amplifying set and battery can be carried in the department car for use on playgrounds with no electrical outlets. This adds to the equipment being carried around, but it also increases the use of the harp and is not much trouble since the amplifying equipment does not have to be taken out of the car. The first time that I heard the autoharp amplified, I was astounded at the similarity in sound to that of a large harp, and the excellent tone of the music.

Since most of our playgrounds have limited storage space, and none of them have a piano available, and since most playground leaders are not accomplished musicians, this instrument has really given our playground program a boost and helped music to have a real place among our activities.

The Enchanted World of Out-of-Doors

Dorothy Edwards Shuttlesworth

The out of doors is a world of wonder to children. Everywhere lie possibilities for discovery and adventure; and to a child whose parents explore with him, these possibilities may be richly fulfilled. Happily, nature exploring does not necessitate a trek to Mongolian deserts or to African jungles; it can take place in your own backyard, or in a city park. It can add zest to a hike in the country and provide endless activity during vacations near woodland, lake, or seashore.

Children are curious as to why stars disappear in the daytime and what makes rain. They wonder how birds fly, why tree foliage changes color and how flowers make seeds. Their inquisitive and eager minds are always ready to investigate the ways of animals and the wonders of plants. The parent who does not guide his own child along nature's ways misses a priceless opportunity. Shared adventures of discovery bring parents and children closer together, and they can develop a bond that will remain strong throughout a lifetime.

There is no set pattern to be followed for nature exploring. Children are individual in their approach to nature's activities. Basically, however, a sure way to further a child's love of nature is for parents themselves to be aware of natural wonders, to encourage youthful inquisitiveness as to why animals, plants, and the elements behave as they do, and to provide some opportunity for the child to satisfy his curiosity as it is aroused.

"Exploring" may consist of as simple a pastime as watching a spider manufacture its silken trap or a squirrel hoard a nut by burying it underground. On the other hand, it may lead into absorbing hobbies. But whether the explorations are merely observations shared and talked over or extensive activities, they provide a lively and very real basis for companionship between you and your children.

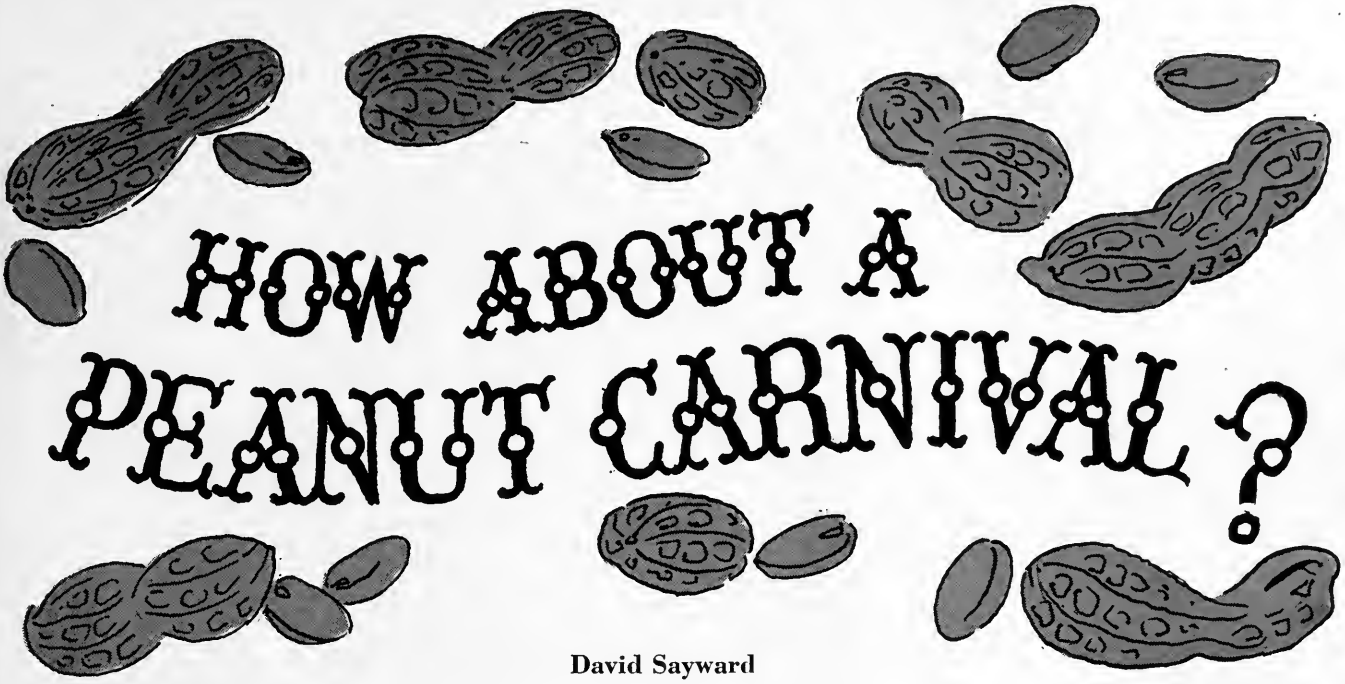
One delightful, yet extremely simple, hobby is attracting birds to your home. In winter, the most effective lure for them is a feeding station. When usual food supplies are scarce, your feeding station may not only be a source of pleasure to your family, but may help birds survive.

Many children are fascinated by insects. Of all these six-legged creatures, perhaps top place of interest is held by ants. There is almost never a problem in finding them during mild seasons of the year—they flourish about city pavements as well as in pastures and forests.

Tracking animals is a perfect hobby to enjoy with a child whose sleuthing instincts are strong. When a walk takes you near marshy mud or soft river banks or you hike across snowy fields, you will discover tracks of animals that were in those places before you. What kind were they? Were they hunting for food or running for their lives?

Pressing flowers, feeding birds, tracking animals, and a vast variety of other nature exploring activities may seem no more than pleasant pastimes. But they serve a far deeper purpose. As a child becomes acquainted with the ways of nature—with the harmony that exists between all living things so long as man does not disturb them—he gains a sense of inner security. As he matures, something of this understanding may give him perspective and faith when he comes to face the problems of this anxious world. And parents who give their children a love of nature as a precious heritage find themselves enriched in the process.

Excerpted with permission from *Parents Magazine*, April 1954 issue.



David Sayward

IT WAS LATE in Concord's 1954 playground season and time to plan our "top-them-all" special event. In talking over some of the possibilities, our recreation director, Don Sinn, casually suggested a "Peanut Carnival."

At first thought, it sounded like a silly idea but the more I questioned the implications of such an event, the better it sounded. This led to a quick conference with my co-worker, the girls' playground director, Lucille Lord; we both agreed that it held promise, and began to formulate plans.

The general idea was to hold a Coney Island type of carnival, using peanuts as the medium of exchange. Admittance would be a five-cent bag of peanuts, sold at the gate. The peanuts would then be used as "money" to visit the side shows and other attractions, and play the various games of skill, winning peanuts in return if they were successful. Operators of the concessions would be allowed to keep the peanuts collected in operating their booths.

The next step was to sell the idea to the children and arouse their interest. The initial reaction was somewhat lukewarm. Mrs. Lord and I had to outline details, not quite sure ourselves just what it was all about. Seeds of interest were sown among the more active playground participants, and the idea buzzed around the park for several days. Meanwhile, a general story in the newspaper and on the local radio spread the idea and set children thinking.

We, the playground directors, soon found ourselves all wrapped up in the project. We drew up more specific plans, including use of the floodlighted outdoor park hockey area for the site, a "floor plan" for the booths, and eye-catching posters urging boys and girls to sign up for a space to build a booth. Increased activity in the woodworking shop soon gave evidence that the idea was catching on. Questions came from all directions. Certain self-styled playground "toughies," who had scoffed at the sissy idea of the Peanut Carnival, got more curious by the day and were soon inquiring, "Could we have a booth?" Less enterprising children were given suggestions to mull over and an idea or two as to how a booth might be handled.

As enthusiasm spread and we lost some of our apprehension about planning such an event, the recreation director put new ideas into our heads, including inviting Clarence Huggins, local auto dealer and collector of antique vehicles, to offer rides around the park in his ancient Arhens-Fox firetruck which he had purchased from the city fire department as a collector's item. Another idea was having gondola rides around the park duckpond—using a rowboat on loan from the state fish and game department, with a member of the park maintenance crew as a guitar-playing gondolier. One of the city's prominent husband-and-wife drama teams, Mr. and Mrs. Winslow Osborne, were invited to play their well-known "Swami and the Princess" fortune-telling act in a tent set up on the midway for that purpose. As a climax to the carnival, a marshmallow roast, followed by a family folk and square dance on the asphalt multiple-use court nearby under colored lights, was arranged. The Peanut Carnival idea was now growing like wildfire.

In the days following, orange crates, mattress cartons, bailing wire, tin cans, crepe paper, paint, and rope were at a premium. In cellars and garages throughout the city, busy little carpenters were taxing dad's experience (and sometimes his patience) in fabricating novel booths and sideshows to enter in the contest for the best booths, for which simple prizes were offered.

The more difficult lighting and sound arrangements puzzled us until we ap-

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Author DAVID SAYWARD *and Lucille Lord are both school teachers who were playground directors at White Park, Concord, New Hampshire. Donald F. Sinn is director of the Concord Department of Recreation and Parks.*

The facts of supply and demand, learned in a realistic setting, did not stand in the path of a rousing good time for all.

proached the department maintenance supervisor, "Pat" Lachance. He eased our minds with sketches of how his crew could handle floodlighting, sound system, and crowd control.

We found it hard to estimate the quantity of peanuts to order. We were operating on a shoestring budget and finally decided that twenty pounds would be about right. The wholesale dealer agreed to reimburse us for left-over peanuts from the minimum-sized eighty-five-pound bag we had to buy.

Finally came the big day, a Friday. Soon after breakfast, boys and girls were hard at work at their assigned areas hammering, sawing, painting and digging. From all parts of the city came boxes, barrels, signs, wagons, and partly finished booths. The hockey rink area took on the appearance of Ringling Brothers Circus erecting the big top. Even at that late hour, new booths were being assigned as timid boys and girls could contain their ambition no longer and feverishly made plans for building their own concessions. Late in the afternoon Mrs. Lord and I finished bagging the twenty pounds of peanuts, answered a "thousand" questions, checked on last-minute details, and finally went home for a nervous bite of supper prior to the announced starting time of 6:30 P.M.

At six o'clock, a line of men, women, and children waited at the gate to buy their tickets of admission—the five-cent bags of peanuts. In ten minutes, we were sold out and all available hands hastily ran to the park administration building to bag more peanuts. As fast as runners could carry them to the gate we were sold out. Next, we ran out of paper bags. Three cars headed for stores to beg more bags—with success.

And still we sold peanuts. To our amazement, we soon ran out of them—all eighty-five pounds were sold. A maintenance man knew a wholesaler and made one of the fastest purchases of sixty pounds of peanuts ever known. Meanwhile, the children operating the booths, knowing about the shortage, offered the peanuts they had received from patrons, to keep things humming. These were accepted gratefully on loan, with a promise to repay them next day.

Inside the Peanut Carnival everything was going fine. For their five-cent bags of peanuts, mom, dad, and the kids could spill the milk, putt a golf ball, hit a tin can, toss darts, guess how many beans, see a live alligator or a two-headed girl (twin sisters in one dress), shoot archery, toss rings, drive nails, drop clothespins, visit the Swami fortune-teller, take a gondola ride — yes, and even have a never-to-be-forgotten turn on the firetruck, with sirens wailing and bells clanging.

In the background, the department amplifier was playing calliope music. But, not to be outdone, one booth furnished its own entertainment to draw the crowd: an accordian player and a girl vocalist. Barkers competed with each other in style and volume.

As play continued—with strangers, local parents, and children all joining in the spirit of the affair—signs advertising "peanut prices" began to change. In some instances the price of playing a game was too low, the game too easy, and the proprietor found himself or herself going bankrupt. On the other hand, when the game was found to be difficult and the price of peanuts too high, barkers would quickly make the rules easier, cut the rates, to prevent being priced "out of the market." Wonderful lessons of supply and demand were being learned in a realistic setting. But, above the business end of it all, a refreshing spirit of sportsmanship prevailed. The children proprietors were anxious to have everyone patronize their booth and rarely let lack of peanuts stand in the way as *fun for all* prevailed as the theme of the evening.

The fruit juice refreshment stand operated by an eight-year-old girl did a sellout business, and then shifted to marshmallows as the scheduled roast was already overdue, with all booths still going strong. A bonfire nearby attracted fathers and mothers who were expected to help their children toast marshmallows. Soon, these were sold out, and the scene shifted to the dancing area. Within minutes, several hundred people were whirling to the call of Paul Frost, local square dance caller, who had singing games, circle and square dances for all. Under the stars and the colored lights, a gay ending was provided for the Peanut Carnival. As dancers heard the strains of "Goodnight, Ladies," the gondolier and rower could be seen down on the pond wearily trying to take care of their last few customers. The antique firetruck hauled its last load and the Swami and Princess closed up shop for the season. Concord's first Peanut Carnival was over.

From the playground directors' point of view, this was an interesting and worthwhile experience. The affair was almost completely conducted by the children who planned, constructed, and operated their carnival booths and sideshows. What better motivation in the use of tools, design, decorating, business, promotion and advertising could be found? We knew where the credit for the success lay—with the enthusiastic boys and girls who pitched in with typical American initiative and ingenuity. Mrs. Lord and I went to our respective homes that night thoroughly exhausted. But could you blame us for having a warm feeling of satisfaction in knowing that our playground leadership had stimulated the best qualities in our children of today, the citizens of tomorrow, resulting in their own private enterprise—a Peanut Carnival?

How To Do It! by Frank A. Staples

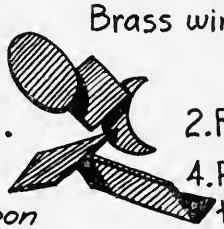
Enameling on Copper ~ Earrings and Pins.

Materials ~

Kiln - inexpensive kilns are available ✗
Copper - 18 and 20 gauge ✗ Cleaner ✗
Steel Wool - medium ✗ Tragacanth ✗
Earring Backs ✗ Household Cement ✗
Brush or Atomizer ✗ Wood alcohol ✗
Three or more 2 oz. bottles of opaque and transparent enamels ✗
Paper Towels ✗ Tin Snips ✗ Files ✗
Brass wire screen, 80 mesh.

Method

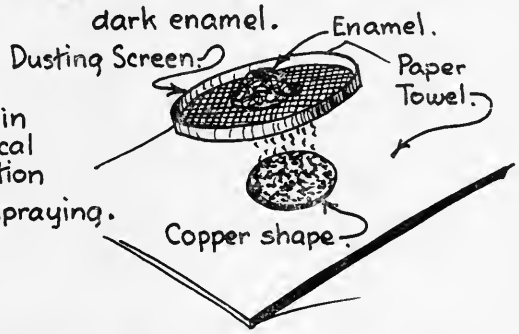
1. Cut copper plate desired shape.



2. File edges and clean surface.

3. Spray or paint on tragacanth.
Note: Tragacanth solution - 1 teaspoon of powdered tragacanth and 1 tablespoon of wood alcohol in quart jar, shake and dissolve, fill jar with water and shake.

4. Place sprayed copper on paper towel - dust on even coat of dark enamel.



5. Dry thoroughly and then place in kiln.
Note: Kiln is previously heated to 1650° F. and heat held to 1550° to 1650° F. Average firing time 2½ to 3 minutes.

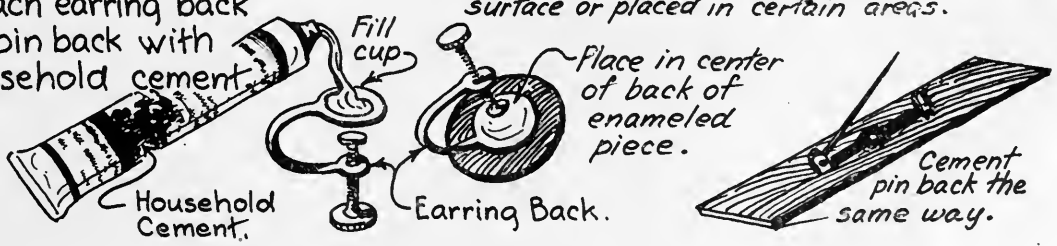
6. When fully fired remove from kiln ~ cool slowly. Enamel looks mirrorlike when fired.

7. Clean thoroughly and spray.

8. Place on paper towel and dust on second coat of enamel ~ use light opaque color.
Note: This coat may be dusted equally over surface or placed in certain areas.

9. Dry ~ fire ~ clean as before.

10. Attach earring back or pin back with household cement.



"WALK-TO" POOLS
Are Worth a Million

The Cleveland Experiment

William A. Silverman, Jr.

MORE THAN 400,000 Cleveland children swam, splashed, and floated in style last summer when city officials in the Ohio metropolis did something without precedent in municipal affairs — simultaneously opened ten new ultra-modern neighborhood swimming pools. Their cost: one million dollars.

When one takes into consideration that Cleveland lies smack on Lake Erie, one of the world's largest land-locked bodies of water, where nice sandy beaches sprawl for miles, one's first comment is likely to be an amazed, "WOW!" But before jumping to any hasty conclusions, take a look at the facts.

First of all, Lake Erie may be beautiful to behold, but its water has been polluted by waste and refuse from hundreds of industrial plants and raw sewage from scores of little cities that rim the shore near Cleveland. Second, it would be impossible to guard the many miles of shoreline where Clevelanders are tempted to go to beat the hot-weather crowds. Third, even if the water were clean and guardable, there would always be the problem of transporting small children to it. Mom and dad are much too busy to trot off to the lake during the heat of the day. (The temperature hit the 90's twenty-two times last year.)

The answer to all this proved to be a simple, if quite daring, municipal project. Under the direction of recreation commissioner John S. Nagy, the city constructed ten neighborhood, or walk-to, pools. There were placed in the hearts of various neighborhoods, practically in the back yards of thousands of children who previously never had a chance to swim.

Area residents can reach them simply by walking to them in their bathing suits—so strategically are they located. For the first time, therefore, more people used city pools than nearby Lake Erie. With ten new additions, the city now has sixteen pools.

Drownings in Cuyahoga County were slashed in half, not one was recorded at the pools. A total of 434,249 used the new pools, scorning the beaches. Beach attendance dropped from 791,850 the year before to 362,630, while pool attendance swelled from 291,515 to 620,228. In all, Cleveland's pool and beaches served more than a million during the summer.

Another boon afforded by the new pools was noted in the jump in numbers of those who learned to swim. Attendance at free swimming classes doubled, leaping from the previous year's 23,507 to 53,183. One of the new pools, located at Halloran Park, instructed close to 10,000 youngsters in the three-month period. The classes were held Monday through Friday from nine until noon. All pools remained open until nine in the evening.

Costing $100,000 each—a real bargain, the small fry will tell you—these modern seventy-five- by forty-two-foot pools have a depth range of three to five feet. Done in colorful pastel shades of green and brown, each pool is adjoined

WILLIAM A. SILVERMAN, JR., *was formerly a reporter for the* Cleveland News, *is now in Seoul, Korea, completing two years of military service.*

Life Saving. This, as well as swimming, was taught free to 53,183 youngsters last summer at Cleveland's sixteen pools—which include ten new ultra-modern ones. These new "walk-to" pools rocketed the attendance at swimming classes 29,676 over the previous year's high, cut drownings.

Ready for Business. Brand new Puritas Pool is filled for the first time. Each of these "neighborhood" pools cost $100,000, measures 75 by 42 feet, has a depth range of three to five feet. In the background are facilities for taking showers plus a first-aid room. Note the space at sides of the pool, ample room for sunbaskers.

No Help Wanted! This bit of machinery does everything necessary to the 97,000 gallons of water the pools hold. Chlorine count, water level, and the water's purity are maintained around the clock without a single finger ever being lifted. Tank on left is chlorinator. Large tank in the foreground mixes the water, maintains water level.

by a first-aid room, twelve showers (six for the boys and six for the girls), bicycle racks, and plenty of space around the pool's edge for the sunbathers.

But the real beauty of the pools lies in the fact that the water level, chlorine count, and the water's purity is kept constant around the clock without the lifting of a single finger. Beneath each of the pools is a compact little mechanical pixie that does everything to the 97,000 gallons of water. The huge turnover of swimmers constantly lowers the chlorine count, their suits absorbing much of it. However, says Jack Pearl, pool and beaches supervisor, "The automatic Slurry feeder pump never allows the chlorine count to drop below .6 parts per million. The state specifies a minimum requirement of from .4 to .6 parts per million.

" 'Pur O Cell' filters, using diatamaceous earth in place of the sand filter method, checks impurities practically before they start. The water is changed constantly. Pumping 375 gallons a minute, a sparkling fresh 97,000 gallons is pumped into the pool every four hours. When the sun and absorbent bathing suits lower the water level so much as an inch, a sump-type drain pump goes into action and fills the void."

The fenced-in patio around the pool takes up an area of 102 to 180 feet, plenty of space for three hundred children to romp in safety. The pools are especially appreciated by the mothers who can stop worrying about where junior is, and whether or not he'll be home for lunch. (The pools close from noon to one.) "If we didn't close," laughed one of the guards, "I think most of those kids wouldn't even go home to eat."

Anxious to keep the slate clean, foot and body inspections were held by officials who were extra careful and didn't allow children with suspicious looking rashes or suspected cases of athlete's foot to use the pools (3,043 were rejected, forty-two of them later returned with notes from their doctors giving them clean bills of health). Only sixty-eight accidents serious enough to warrant the services of a physician occurred at the pools, and the greater majority of these cases were treated and released on the spot.

Looking at the complete picture, Commissioner Nagy says: "We now have five of these new pools on both the east and west side. After only one season, it is obvious that they are the answer to one of the most pressing problems every large city faces—how to keep children off the streets when school's out. I feel that many other cities could benefit from the Cleveland experiment."

News of Affiliated Societies*

The Illinois Recreation Association has thoughtfully included in its *Proceedings of the Annual Meeting* (held November 1954) a list and abstracts of recent graduate recreation theses completed at the University of Illinois, thus making available to its members valuable material that might not otherwise be accessible. While many of the theses pertain particularly to recreation in Illinois, others are national and even international in scope. Of special interest is "A Glossary of Selected Public Recreation Terms." The well-presented *Proceedings* were edited by Dr. Allan V. Sapora, professor of recreation at the University of Illinois, and Freda S. Combs, conference chairman, and supervisor of the playground and recreation department in Decatur, Illinois.

The Arizona Recreation Association tackled the knotty problem of city-county cooperation at its fifth annual conference (held in December 1954). Experience indicates that county supervisors usually feel they represent the less populated areas of the county and the incorporated cities should take care of their own responsibilities. However, most of the tax money spent by county supervisors comes from the more populated areas. The conference studied with particular attention California's recently enacted County Service Area Law.

The Wisconsin Recreation Association, in its *Bulletin* for April 1, 1955, offers an interesting article about color in playgrounds, with suggestions for painting specific pieces of equipment. The association states that attractive eye-appealing equipment makes an area brighter and more cheerful, contributes to safety, cuts down on vandalism, preserves wood and metal, curtails litter and trash being thrown about and promotes neighborhood pride.

* Affiliated for service with the National Recreation Association.

Feet on the Shower Room Floor

The latest study of athlete's foot shows that the rule book on how to prevent the pesky fungus infection should be rewritten. This report is based on a paper read before the American Public Health Association, in Buffalo.

THE TIME-HONORED rituals of curtailing athlete's foot by wading through antiseptic foot baths, dousing floors with disinfectants, sterilizing bath mats, towels, slippers, and socks may be well and good for keeping areas in and around swimming pools, gymnasiums, and shower rooms clean. But as far as killing off athlete's foot is concerned, they are as ineffective as sulphur and molasses.

This, at least, is one expert medical opinion. For the past twenty-two months, a group of investigators at New York University Post-Graduate Medical School have been exploring ways to wipe out that pesky fungus that feasts on the toes. While their research, financed by the Army, is only partially completed, they have turned up some heartening— if not startling—news for feet on the shower room floor.

For many years most everyone has believed or been warned that athlete's foot is highly contagious. This idea that you "catch" the itching, burning infection directly from another person's infected feet is behind the maze of regulations which city and state health departments have set up to restrict the spread of the disease. But the New York University group and a number of other dermatologists over the past twenty-five years have never gone along with this theory. In their opinion, flare-ups of athlete's foot rarely result from a new, outside infection. Almost everyone, they believe, picks up the fungus in childhood and, like the bacteria which causes boils, it lives harmlessly on the skin for years. Only when an individual's resistance becomes lowered can the fungus, already on the feet, get a toehold.

To prove the point, the New York University team ran a series of tests on more than one hundred doctors, nurses, and technicians who served as guinea pigs. In one experiment, they selected a group of volunteers known to be free of athlete's foot fungi, then deliberately tried to give them an acute infection. For thirty minutes the subjects each bathed one foot in a pan of water containing 100,000 times the amount of fungi they could possibly pick up from a shower room floor. Following this exposure they were re-examined once weekly. At the end of six weeks, the researchers found that while more than half of the exposed feet harbored fungi, not one had developed an infection.

From all the evidence collected, the investigators have concluded, most of the measures commonly used today to prevent athlete's foot are not only ineffective but are potentially harmful and should be discarded.

- It is useless to douse areas around bathrooms, showers, and swimming pools with fungicidal agents since there is no proof whatsoever that these are breeding grounds for the fungus.
- It is equally useless to attempt to sterilize shoes and socks. While they may contain fungi, sterilization does nothing to the feet, which continue to carry the microbes. In fact, it is likely to do more harm than good; chemicals used in sterilizing may irritate the skin to such an extent that dormant fungi can stage a full-scale invasion.
- It is naive to expect that wading for a few seconds through a basin of antiseptic solution will help ward off the disease. These stagnant, unhygienic puddles should be abandoned.
- There is no reason to exclude persons with athlete's foot from public facilities since the relatively small number of fungus particles they might drop is unlikely to cause trouble.

What then can be done to guard against athlete's foot? Six suggestions:

1. Wear perforated shoes whenever possible, to allow perspiration to evaporate. Moisture makes the skin between

the toes soggy and the chemical skin reaction, normally acid, becomes neutral or alkaline. Either of these conditions lowers resistance to the fungus.

2. Wear wool or cotton socks which will absorb moisture, rather than nylon, rayon or other nonabsorbing fabrics.

3. Regularly use a dry, mild foot powder that contains a fatty acid.

4. Insert lamb's wool between the toes if the web of skin tends to be soft and moist.

5. Carefully dry feet and toes after bathing and change footgear whenever the socks and shoes become wet.

6. Use nonalkaline soapless detergents when washing the feet rather than ordinary toilet or other soap.

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Naming the Recreation Area

Is it important to establish a procedure to guide city authorities?

THE QUESTION of suitable names for recreation and park areas is of increasing concern to the executives and others whose work is centered around these areas. Should their names indicate their location, honor someone of local or national importance, commemorate a person or family notable for advancing local recreation—or simply be appropriate and euphonious?

This problem was the subject of a letter sent to the National Recreation Association by Walter L. Scott, director of municipal and school recreation in Long Beach, California. Mr. Scott expressed concern over the fact that no standard procedure has been adopted to guide city authorities in choosing names for the recreation areas under their jurisdiction. He pointed out that these areas should have meaningful names to which everyone can respond happily, but that busy city officials seldom have time to give much thought to their selection. He therefore asked whether a study of beautiful or appealing names had even been made, and if not, if a list of such names could be compiled.

As a result, query was sent in an Association newsletter to recreation and park executives across the country asking for a list of local recreation areas with particularly appropriate names. Considerable interest was shown by the fact that replies were received from ninety-two cities, four counties, and other state agencies in thirty-five states, the District of Columbia, and Canada. Some replies consisted merely of a list of park names, while others indicated how or why the names were chosen; a few merely expressed their opinion on the general problem of park nomenclature.

The most significant fact disclosed by the replies was that very few municipalities seem to have any established policy to guide them in the selection of appropriate or appealing names, or any committee or other group specifically charged with the responsibility for making suggestions or evaluating suggestions presented to them. This may explain why recreation and park areas in many of the responding cities bear a heterogeneous collection of names selected for various reasons. Few cities have been able (and there was no indication that many have attempted) to set up and adhere to a city-wide pattern of nomenclature.

Even though not all respondents indicated the significance of the names they listed, all of the names mentioned seemed to fall into one or another of the following six categories:

1. Names commemorating individuals.
2. Names honoring special groups.
3. Names indicating location.
4. Names indicating scenic features.
5. Names with historical significance.
6. Names with special connotations.

(The list of names sent in can be provided to interested readers requesting it.—Ed.)

Policies for Selecting Park Names

The Park Naming Committee of the Chicago Park District has drawn up the following policy statement:

1. The names of local communities shall be given preference in the naming of parks, except where the public might confuse such a name with the name of the community itself or with that of another park.

2. When the name of a neighborhood or a public institution within a community has gained a city-wide distinction, then such a name may also be considered as a name for a park serving that neighborhood.

3. When an individual of a neighborhood or a community retains, even after his demise, a reputation for outstanding contributions not only to his local community but to city-wide welfare, then his or her name, if not representing merely sectarian or sectional interests, may also be considered as a name for a park.

4. Names of persons who have made outstanding contributions to the welfare of the city or nation should likewise be considered for park names, but without limits as to their dwelling places.

5. The naming of a park for any individual shall be considered only after he is deceased.

Before the committee arrived at these suggested formulations of policy, it first undertook an extended study of how the parks now in the system were named in the past.

The Special Committee on Nomenclature of the Minneapolis Board of Park Commissioners recommended the adoption of this policy:

In the naming of city streets, the city council has perpetuated the names of the presidents of the United States, of explorers of local importance as well as international fame, of statesmen, men of science and the arts of world-wide importance; and the board of education in the naming of its schools has honored famous men and women in the field of arts, literature and science, statesmen and heroes, all of which the committee believes to be most commendable.

Some official body should lay particular emphasis on perpetuating legendary and place names of local significance and the names of those of our own citizens who from time to time have played important parts in the molding of our city—its physical structure, its artistic and spiritual background. Our parks are admirably suited for such purpose, and such a purpose most admirably furthers the work of this board in instilling in the minds of the youth who frequent our parks the ideals of useful citizenship.

Each park so named, equipped with a suitable tablet on which is engraved the name of the honored citizen and a record of his work for the common good, would be an inspiration to all who read it.

The committee recommends that, in naming the parks of this city, the board restrict the names to those commemorating men and women of local civic achievement and historical importance, and legendary and place names of local significance. It hopes that funds can be provided for the plac-

ing of a tablet in each of the parks so named, giving the name of the park and the accomplishments of the person for whom the park is named, for the inspiration of our citizens—and especially our youth—to hold fast to the ideals which make for a better, happier, and more beautiful social community.

A Plea for Originality

One response to the newsletter was an earnest protest against any furthering of the trend toward standardization—in park naming or any other phase of recreation. The writer said, in part:

"I am disturbed because it is my observation that in everything we do we are being asked to provide blueprints, examples, standards, and manuals, which in effect suggest patterns of thinking which are being carbon-copied all over the country, with little or no regard for the elementary needs of the community. This does not mean that time and thought should not be given to naming areas, but I am very sure that local and original naming is much to be preferred to copying a name that has already been used to excess.

"If I were to suggest a name for a park I know that is now nameless, I would call it Sunshine Park, not because the sun shines in abundance in that area, but rather because a well-conceived program, administered by suitably-trained and dynamic leaders, offers people of all ages, creeds, and colors a satisfying challenge, the accomplishment of which warms their hearts and is expressed visibly by the sunshine in their smiles."

The fact that many of those replying to the newsletter expressed dissatisfaction with the names of their local recreation areas proves the necessity for giving more attention to the selection of such names. The appointment of a committee on nomenclature and the formulation of definite policies for choosing park names should help to insure the selection of attractive names that are pleasing to a majority of the citizens who use the area.

Let Us Hear From You

Readers are invited to comment on the relative importance of this whole problem and to tell us their own practices if they seem good. Address letters to Editor, RECREATION, 8 West Eighth Street, New York 11—and keep them as brief as possible, so that they may be published on our Letters page.—Ed.

Family Camps

DISTRICT 4-H CAMPS for farm families are being established in several areas of Illinois, after experimentation last year. Families who attended the "trial" camps are taking the lead in their communities and are assuming the responsibility for the initial planning.

The 4-H Memorial Camp, Allerton Park, Monticello, proved to be an ideal spot for one project. The twenty cabins made it possible for each family to be housed as a family unit. The regular camp staff took care of the food service, and the counselors assisted with the program.

"Family camp objectives were three," said E. H. (Duke) Regnier, extension recreationist, University of Illinois College of Agriculture. "We wanted the families to learn to play together as a family, to learn through observing other families, and to have a worth-while recreation experience.

"We operated on the theory that if you plan a program that is basically sound, get folks acquainted, and start activities, you'll have leadership. We were not disappointed."

Specific families were assigned to each day's program. Evensong was a family responsibility, too. During the forenoon, mother and dad teams took over the nursery school while other parents attended discussion groups on family relations problems, family library planning, and family recreation.

Kindergarten prospects enjoyed storybook time which was closely correlated with nature lore. Seven- to ten-year-olds were interested in leather tooling, the making of enameled jewelry, and wood carving.

An hour "in cabin" for complete rest and relaxation came immediately after lunch. "Family choice time" followed, with each family selecting an activity in which every member had a special interest.

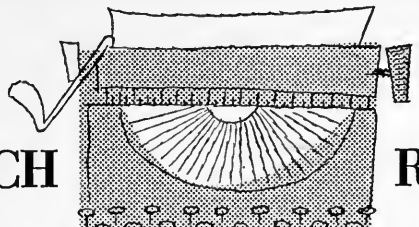
Camp ended officially Saturday noon, with more than half of the families voting to stay another day, knowing full well that they would be on their own. Nor was leadership and resourcefulness lacking. A cookout was planned for evening with each dad preparing the food for his family. Mothers staged a treasure hunt for the children.

Why is family camp counted important? It is easy to evaluate it in terms of learning to swim, in developing skill in a craft or a game; but the intangibles, those values far out on the fringe of things, are difficult to measure. It is such comments as, "I wish I knew how to tell my neighbors how much fun a family can have together," or, "I can see that my child has lost a lot of fear of other children since we've been here," or "This is the first vacation we've had since we were married."—JESSIE E. HEATHMAN, *Assistant Extension Editor, University of Illinois.*

Each family ate as a group. Guests by invitation only. An hour's rest in the cabin came just after the luncheon period.

Discussion helps in unraveling problems. At left, Marguerite Briggs, parent education specialist, University of Illinois.

RESEARCH REVIEWS AND ABSTRACTS



George D. Butler

Enjoying Better Housing

Individuals interested in leisure time problems of housing projects will find the subject interestingly and efficiently presented in a study, *Enjoying Better Housing*, prepared by Council of Community Agencies, Nashville, Tennessee.

"The Nashville Housing Authority requested that the council study the situation and make recommendations to bring about the greatest use of the authority's facilities and the establishment of programs suited to needs of residents of housing projects." The study committee was made up of representatives of twenty-seven agencies which were concerned directly with the problem. They set two goals: to determine "specific needs of each project and prepare pertinent recommendations," and to consider "the areas of policies which needed evaluation."

The committee working on determination of policies presented three major recommendations: (1) that a coordinator be employed by the housing authority; (2) that an advisory committee to the board of commissioners be established; and (3) that tenant committees be formed in each project. Sub-committees studied coordination, tenant relationship, private agencies and housing authority relationships, and finance. They developed policies which describe the manner in which agencies shall work together in using the authority's facilities and in working with tenants. These policies should serve as an excellent guide to help overcome situations arising from joint operation of program where agency jurisdiction and competition for participation from the same individuals is so likely to develop.

The committee on policies pointed out to the city park board that there was a limit to the extent to which volunteer agencies could continue to accept functions that in most cases were the city's responsibility. Here the committee placed a great responsibility on the public recreation program. The same committee challenged the Nashville school system to open schools to private and city agencies for recreation in addition to developing after-school programs themselves.

The committee prepared recommendations to meet the needs of pre-school, elementary, and secondary school children, adults, the needs of the facility. A list of principles, which demonstrates the orderliness of this study, was prepared to guide the work of the committee. These principles are well worked out and a professional recreation worker would be interested in further study of these as well as the policies worked out by the policy committee.—BEVERLY S. SHEFFIELD, *Director, Recreation Department, Austin, Texas.*

MR. BUTLER *is director of the NRA Research Department.*

Recreation and School Areas

A bulletin, entitled *1954 Inventory Public Recreation and School Areas*, issued by the Delaware County Planning Commission in Media, Pennsylvania, presents the report of a study of recreation and school areas in the county. It offers suggestions for expanding the areas and establishes goals for public recreation areas according to types for which desirable standards are presented. A few findings:

- Open land and natural countryside are rapidly disappearing in Delaware County. Bold plans are required to preserve open space and scenic charm for the enjoyment of the county's growing population.
- Currently, Delaware County is adding approximately 15,000 persons to its population each year.
- Each year, about two square miles of the county's fields and farms are being built up in new houses.
- Golf courses available for public use have declined from seven to three since 1945.
- Minimum standards developed for Delaware County indicate that for every one thousand persons of the population there should be ten acres of local recreation and school lands. In addition, there should be approximately ten to fifteen acres per one thousand persons in regional recreation facilities such as golf courses, large parks, reservations.
- Over half the existing public school sites should be enlarged to provide adequate play space.
- The county's scenic creek valleys should be protected and developed as a major asset in the county's recreational system and as natural channels for storm drainage.

The report comments on the shrinking potential recreation area in the county:

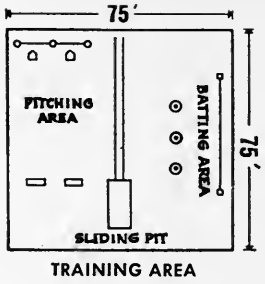
"Large population increases inevitably mean the gradual disappearance of open fields, woods and streams which have long been available for informal recreational use and enjoyment. Since 1951, subdivisions of land covering six and a half square miles have been approved by the Delaware County Planning Commission. Numerous formerly open lots in older subdivisons have also been built up.

"In addition, many acres are each year absorbed for institutional, commercial, and industrial use, highway and public utility construction. . . .

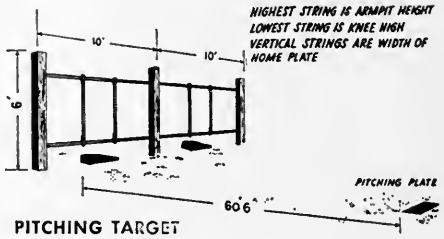
"The net result is that, in many sections of the county, open lands which have been available or potentially available for recreational use have disappeared or are about to disappear. Within the last ten years, five golf courses in the most built-up portions of the county have been put into residential or other development. There are strong indications that, in time, the remaining three courses will be used for residential or other development. Many 'sandlot' ball fields and 'picnic groves' have doubtless met a similar fate with no one to record their passing."

A Baseball Practice Area

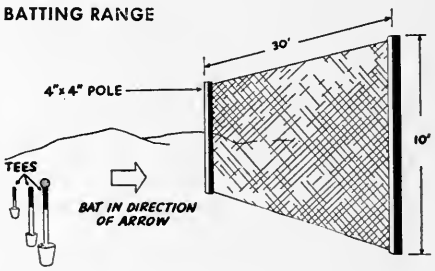
Mickey McConnell



TRAINING AREA



PITCHING TARGET



BASIC FUNDAMENTALS are extremely important to baseball players since they serve the double purpose of forming correct habit patterns and eliminating the possibility of injury which might come from not knowing how to slide, throw, or bat.

To give the boys good training conditions and facilities, I recommend the construction of a practice area approximately seventy feet square, adjacent to the regular field. If such an area is not available, the training aids may be set up down the foul lines or scattered around the outside of the field.

The larger central area is recommended because it simplifies the problem of supervision and instruction. The facilities described here have been adequately tested by the Brooklyn Dodgers, Pittsburgh Pirates, Boston Braves, St. Louis Cardinals, and other professional, college, and high school officials.

Of prime importance is a sliding pit —six feet wide and twelve feet long, filled with sand, should be adequate. Players should be taught to slide with their feet and arms up in the air, their eyes on the bag. To get into this position, it is necessary to land on the buttocks where the body provides the most natural padding. Getting the arms and legs into the air prevents possible breaks, sprains, and chipped bones.

The boys should stay low when going into the slide and should always keep in mind that it isn't a jump, but a *slide!* Every boy who is physically fit should spend some time in the sliding pit at every practice session. Once the player learns the desired position, he can work on the hook slide and other refinements.

The second practice area, for pitchers, consists of a unique device known as "pitching strings." Introduced to professional baseball by Branch Rickey, they provide a target for a pitcher. Two strike zones are recommended. They are erected over home plates, which can be built of scrap lumber, painted white, and anchored to the ground with wooden pegs.

Two-by-four poles can be stuck into the ground approximately ten feet apart with four-inch sides parallel to the pitching mounds. The poles should be lined up so that cords strung between them will be directly above the front of each home plate. One string should be at average knee-high level and the other at average armpit height.

The strings should be of strong white cord, similar to a carpenter's marking line, and can be obtained in hardware stores. Once the cross-strings have been stretched, up-and-down strings the width of each home plate should be strung between the cross-strings directly above the sides of the plate to complete the strike zone.

Practice pitching mounds can be erected the proper distance (60½ feet) from the strike zones, and practice pitching slabs can be built from scrap lumber, painted white, and anchored to the ground with wooden pegs.

When the practice pitching area is completed, pitchers can warm up at regular intervals, using the strike zone for a target. This practice can be made more realistic by having a batter stand in the batter's box. In this way the batter has a chance to judge strikes and balls and become familiar with the pitched ball, and the pitcher gets used to pitching to a batter.

After a few sessions, the batter can start his swing and then pull back to get the practice of checking his swing when the pitch is bad. This is a good drill for the batter, but he should never go through with the swing. It would break the strings and might injure someone working on another assignment in the practice area.

The third section of the practice area is the batting-tee range. A net or canvas can be strung between poles or buildings. The size of the area isn't too important, but an area from eight to ten feet high and thirty feet wide is recommended. This would take care of three batting tees and batters at one time.

By using a woolen practice ball, the batting-tee area could be set up beside a building or any other barrier. This ball will carry far enough in flight to determine whether the batter is hitting line drives, grounders, or high flies, and will eliminate the breaking of windows and other similar hazards. If no area is available, tees can be set up behind the regular field backstop and balls hit against the backstop.

The tees, which can be purchased or built, should be placed about ten to twelve feet from the barrier so that the batter can determine by the flight of the ball whether he's hitting on a line—which should be his aim—or over or under it; and also whether he's hitting to the opposite field, pulling the ball, or hitting straightaway.

Each of these aids can be constructed at very little cost and should provide many more practice opportunities for every player.

MICKEY MCCONNELL, *former scouting director for the Brooklyn Dodgers, now coordinates youth activities for the U. S. Rubber Company.*

Condensed and reprinted with permission from the January 1954 issue of *Scholastic Coach.*

Hospital Capsules

Beatrice H. Hill

Miss Doris Berryman, recreation director at Memorial Hospital for Cancer and Allied Diseases, briefly summarizes the Second Southern Regional Conference on Hospital Recreation, held at the University of North Carolina:

The conference got under way with one of the most challenging and thought provoking speeches I have ever heard, when Alexander Reid Martin, M.D., of New York, representing the American Psychiatric Association, spoke on "A Philosophy of Recreation for the Mentally and Physically Ill."

In the sessions chaired by Irma Davis, recreation director at James Ewing Hospital, New York, we discussed similarities and differences in programs for children, tubercular, chronic, and short-term patients—and also pointed out patients' anxieties and fears and how a recreation worker can help allay them.

The discussions on research, by Dr. Edith Ball, School of Education, New York University, led to the conclusions that studies could be divided into four categories ranging from the simple survey done by senior students up to the complex studies done for doctoral theses or by highly trained research teams. Contributions are needed on all levels. Biggest problem is lack of money, so the group voted to request The Council for the Advancement of Hospital Recreation—at their next meeting, June 3—to appoint a committee to outline, in the next six months, at least one study to be presented to those foundations which have money available.

The group on in-service training, led by Russell G. Ramage, chief of recreation, Veterans Administration Hospital, Salisbury, North Carolina, discussed the value of training ward aides to help in the recreation program, and how best to train them. There was also discussion on the importance of training and orienting volunteers, and an exchange of ideas and experiences in handling this problem.

The panel on mental and emotional ills, chaired by Paul Haun, M.D., assistant professor of psychiatry, Bowman Gray School of Medicine, Winston-Salem, North Carolina, discussed seven important questions: (1) Is the recreation worker a therapist? (2) What are the desirable personality traits in a recreation worker? (3) What information about the clinical status of the patient does the recreation worker need? (4) Should the physician prescribe recreation activity? (5) Do recreation activities afford a means for the expression of feelings? (6) What techniques are useful in selecting recreation workers? (7) What recreation programs are particularly adapted to patients who are mentally ill?

The aim of the panel was not to find specific answers for these questions, but to stimulate interest in the problems and to exchange ideas based on each worker's experiences. They also pointed out that each of these questions had ramifications that needed exploring and the danger in coming to hasty conclusions.

The final meeting on Tuesday afternoon was divided into three groups: military hospitals; Veterans Administration hospitals; and state, municipal, county and private hospitals. Each group discussed problems pertinent to their own situation.

In addition to these workshops, there were patient demonstrations of recreation for cerebral palsy children, the blind, and the mentally ill. Special meetings included: a speech by Bernath E. Phillips, Ph.D., Veterans Administration, on work simplifications; a discussion and demonstration on music in hospitals led by Carl Myers, chief, Special Services, Veterans Administration, Oteen; and a party demonstration given by Miss Ruth McCall, field director, American Red Cross, Fort Bragg.

I believe all who attended the conference will unanimously agree it proved to be most stimulating and informative. Due credit must be given to all who assisted in and with the program, particularly to the genial and gracious host Harold D. Meyer, who was responsible for creating another milestone towards the advancement of hospital recreation.

MRS. BEATRICE HILL *is consultant on hospital recreation for the National Recreation Association.*

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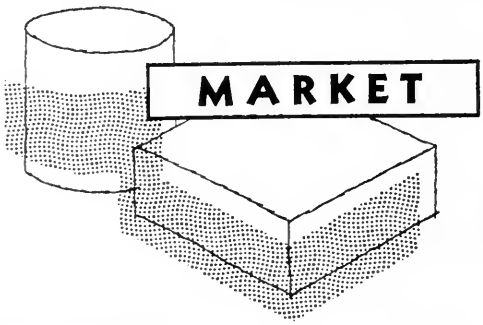
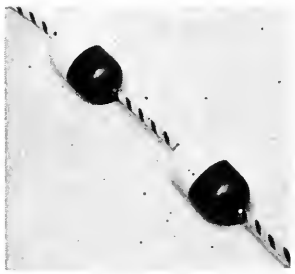


NEWS

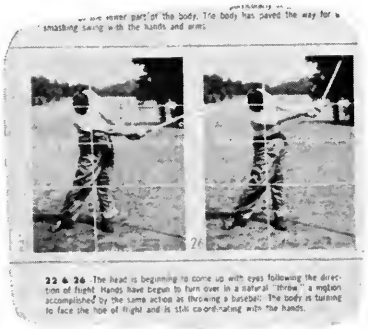
If you are interested in any of these products, write directly to the manufacturer at the address given. PLEASE *mention that you read about it on* RECREATION *magazine's Market News page.*

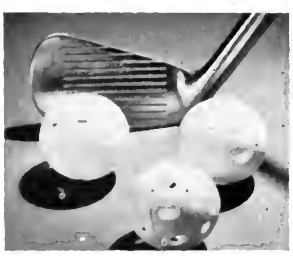


♦ A new, colorful plastic lifeline with all-plastic floats, suitable for either life lines or race lanes, has been introduced by Ocean Pool Supply Co., which claims that the unit will last a lifetime. Available in a red and white rope-like twist of spun polyethelent, it will not absorb water and is unaffected by salts, chemicals or oils. Since it is lighter and floats above water, fewer buoys are required. Write to the company, 866 Sixth Avenue, New York City.

♦ Accidents resulting from slipping on wet swimming pool decks can now be largely prevented by a new rubber runner mat, known as DO-ALL, which has ribs running parallel to the length. It is available in black, red, green, blue, and mosaic, 23 inches wide in rolls 50 feet long, and 34 inches wide by 38 feet long. Sides and edges are beveled. Free literature and prices may be obtained from American Mat Corporation, 2307 Adams Street, Toledo 2, Ohio.

♦ Two photo-lesson golf charts (17 by 22 inches) are available without charge from MacGregor, 4861 Spring Grove, Cincinnati 32, Ohio. One, by Bob Toski, demonstrates use of a short iron; the other, by George Bayer, gives instruction on the driver. Both charts show and explain the swing from beginning to the final follow-through. The speed photos in the charts show the action stopped at all important points of the swing.


22 & 24. The head is beginning to come up with eyes following the direction of flight. Hands have begun to turn over in a natural "throw," a motion accomplished by the same action as throwing a baseball. The body is turning to face the line of flight and is still co-ordinating with the hands.



♦ Practice golf balls molded of Tenite polyethylene provide an economical means of improving strokes. These lightweight balls consist of identical hollow hemispheres, patterned with openings, and sealed permanently together. The tough, resilient material takes impact without denting and has enough "give" to forestall cuts and abrasions. Manufactured by Tigrett Enterprises, 66 East Walton Place, Chicago 11, Illinois.

♦ The 1955 *Famous Slugger Year Book*, packed with interesting baseball information and highlights of 1954 season, and the 1955 edition of *Official Softball Rules* may be obtained from sporting goods dealers throughout the country, or direct from Hillerich & Bradsby Company, Dept. R, 434-436 Finzer Street, Louisville 2, Kentucky. Also available from the company are two catalogs: one on Louisville Slugger baseball and softball bats and the other on Grand Slam golf clubs.

♦ A new, fully illustrated sixty-page catalog just released by American Playground Device Company shows playground, park-picnic, dressing room, and outdoor gymnasium equipment, and so on. An interesting section is devoted to planning of playground areas, utilization of ground space, safety considerations, and proper installation including a reference table giving number of workmen, hours of labor, and materials required. For your copy write to the company at Anderson, Indiana.

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LISTENING AND VIEWING

Recreation Activities on Radio and TV

● Radio and TV stations are continually discovering that local recreation activities are a rich source of program material. In Mobile, Alabama, "The Playground Reporter," a weekly radio show is in its twelfth year on the air. Semimonthly TV shows are also produced using local amateur talent discovered on the playgrounds through glee-club activities, hobby shows, talent week, arts and crafts, and dancing groups. The programs are presented over WALA and WALA-TV.

● Public and private recreation agencies in the Seattle, Washington area, recently helped produce a thirteen-week series, "Family Fun," over the new educational TV station, KCTS. The series covered such home-centered activities as games, play, music, story-telling, and party planning. Among agencies represented were the public recreation departments of King County, Seattle, Tacoma, Puyallup, and Kirkland.

Films

● Recreation leaders who arrange swimming competitions will be interested in the new *Training the Diving Judge*, which helps judges develop skills and a sound philosophy about techniques and methods of judging diving performances. Six introductory dives and twenty-one additional dives are included. The film was developed and is sponsored by the Conference for National Cooperation in Aquatics, representing twenty-one national organizations active in aquatics. For information write Phil Moriarty, Department of Physical Education, Yale University, New Haven, Connecticut.

● The sixth in the "Water World Series" of color films produced for the National Association of Engine and Boat Manufacturers, *School for Skippers*, follows the exploits of a novice in boating as he buys his first cruiser and takes his family out for a ride. The 13½ minute, color, free-loan film is available from the association at 420 Lexington Avenue, New York 17, New York.

● Four films dealing directly with various phases of recreation won recognition of merit awards at the 1955 Golden Reel Film Festival in New York City. These included *Dearborn Holiday* by the Ford Motor Company, *Learning to Run* by Lighthouse Films, *The Rules of Golf Etiquette*, sponsored by the United States Golf Association, and *The Fantastic 500* by Dynamic Films. In the sound slidefilm competition one of the winners was *Balance and Blend* sponsored by The Society for the Preservation and Encouragement of Barber Shop Quartet Singing in America (see RECREATION, November 1954).

Filmstrips

A series of six filmstrips on national parks has been produced by Haeseler Pictures with the collaboration of Richard A. Pough, chairman of the department of conservation of the American Museum of Natural History and the National Parks Service. Write to Haeseler Pictures, Amity Road, Woodbridge, New Haven 15, Connecticut.

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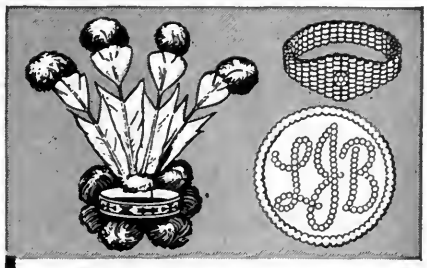

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PERSONNEL

EXPANDING THE RECREATION PROFESSION IN THE SOUTH

W. C. Sutherland

Those findings of the Southern Regional Study (which has just been published by the National Recreation Association with the title *Recreation As A Profession in the Southern Region*) and conclusions of the regional conference which pertain to the need for and supply of skilled recreation leaders are presented in a brochure published by the Southern Regional Education Board. Some of them are:

The Need for Recreation Personnel

The South is a vast region,[1] marked by increasing change. Its industries and cities have grown rapidly, and recreation programs have developed accordingly. Increased income has supported trained leaders, better facilities, organization, and administration.

The study made by the National Recreation Association and the Southern Regional Education Board shows that organized recreation programs in the South center, for the most part, upon communities and in institutions, and that the growth of the profession since 1940, and even more particularly since 1950, has been phenomenal. It also shows that the recreation profession will continue to expand rapidly. In 1952, executives of recreation programs estimated that by 1957 their agencies will have added three full-time workers for every four then employed. If these estimates are correct, the total of professional recreation workers will grow from 4,200 to over 7,000. Through a very conservative estimate of possible development in recreation, the study projects a need for 10,675 full-time workers. This estimate ignores expected population increases, growth of cities, addition of new community programs, and expansions of voluntary agencies beyond 1957.

Resources for Training Leaders

Most agencies employing recreation leaders require college graduation for new employees, and it is likely that this requirement eventually will include a major in recreation. An annual need for about 1,000 college graduates with recreation majors for the next several years is indicated. Southern colleges and universities offering recreation curriculums are graduating only a fraction of this number. Such facts point to broad lacks of: (1) trained people at present, and for expansion; (2) a sufficient number of graduates entering to maintain, much less to expand, the profession; and (3) with few exceptions, enough students to justify adequate faculty.

More students must be found, students whose chances of completing the curriculum are good. Selection among students is difficult if not impossible if the total number presenting themselves is too small to meet the needs of the profession.

Proposals for Recruitment and Strengthening

The above facts and conclusions, reported in the study, were considered by the Southern Regional Conference on Recreation Education in February 1955. With regard to recruitment it was decided that:

1. Recruitment of students is a responsibility of the profession as well as of the colleges and universities.

2. Regional efforts should be related to and should intensify national efforts.

3. Recreation leaders and their agencies should assume responsibility for intensive recruitment efforts in local communities by jointly planning formal recruitment efforts which should include: (a) contacts with all local student counselors, guidance personnel, and appropriate employment agencies; (b) personal appearances before local adult and student organizations; and (c) use of mass communication media for special occasions to advertise the attractiveness of recreation as a profession.

4. State recreation societies and district organizations of the National Recreation Association should establish recruitment committees.

That such committees, among other things, should: (a) hold state conferences; (b) seek scholarship funds; and (c) secure support of the state departments of education and all other state and regional agencies of government concerned with recreation to send out recruitment information, with special emphasis to rural areas.

With regard to the professional preparation of recreation personnel it was concluded that:

1. Efforts to enlarge and strengthen recreation education should be developed on a regional basis through the joint planning of colleges and universities, agencies employing recreation graduates, the National Recreation Association, and the Southern Regional Education Board.

2. The development of recreation education will be hastened if recreation instruction is organized in each college or university as a separate department, division, or curriculum under the full-time supervision of a qualified educator.

3. Education for recreation be more closely related to needs of agencies employing recreation graduates, particularly through requirement of full-time field experience for graduation, with both agencies and educational institutions determining standards and nature of field work.

[1] States included: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, and Virginia.

MR. SUTHERLAND *is the director of the NRA Recreation Personnel Service.*

Books & Pamphlets Received

ADMINISTRATION OF SCHOOL HEALTH AND PHYSICAL EDUCATION PROGRAMS, Charles A. Bucher. The C. V. Mosby Company, 3207 Washington Boulevard, St. Louis 3, Missouri. Pp. 424. $5.50.*

AIDS FOR HEALTH TEACHING. Metropolitan Life Insurance Company, One Madison Avenue, New York 10. Pp. 8. Free.

ANSWERS, THE, Darius Leander Swann. Friendship Press, 257 Fourth Avenue, New York 10. Pp. 15. $1.25, package of 10.*

BUILT-INS FOR HOME IMPROVEMENT, Robert Oakes Jordon. Frederick J. Drake and Company, 117 Green Bay, Wilmette, Illinois. Pp. 137. $2.00.

CABINBUILDING ANNUAL—1955 Edition. Sports Afield, 250 West 55th Street, New York 19. Pp. 120. $.75. ($.85 in Canada.)

CAMPING ANNUAL—1955 Edition. Sports Afield, 250 West 55th Street, New York 19. Pp. 120. $.75. ($.85 in Canada.)

CRY, THE BELOVED COUNTRY—A Verse Drama, Felicia Komai. Friendship Press, 257 Fourth Avenue, New York 10. Pp. 79. $1.50.*

DAY CENTERS FOR OLDER PEOPLE, Henry L. McCarthy. American Public Welfare Association, 1313 East 60th Street, Chicago 37. Pp. 15. $.30.

DO YOU KNOW YOUR BASEBALL? Hy Gittlitz. The Grosby Press, 30 Ferry Street, New York 38. Pp. 205. Softbound, $1.75; hardbound, $2.75.

GEORGIA'S HERITAGE OF SONG, Henrietta Collings. University of Georgia Press, Athens, Georgia. Pp. 87. $1.50.

GOOD COUNSELORS MAKE GOOD CAMPS. Girl Scouts of the U.S.A., 155 East 44th Street, New York 17. Pp. 40. $.35.

HEALTH GOALS FOR YOUTH. Metropolitan Life Insurance Company, One Madison Avenue, New York 10. Pp. 14. Free.

IS THIS YOU? Ruth Krauss and Crockett Johnson. William R. Scott, Inc., 8 West 13th Street, New York 11. Unpaged. $1.50.

LAND OF PRETEND, THE, Eloise Lisle Johnson. C. C. Birchard & Company, 285 Columbus Avenue, Boston 16. Pp. 60. $1.00.

LATIN AMERICAN SONGS, David Stevens. C. C. Birchard & Company, 285 Columbus Avenue, Boston 16. Pp. 46. $.75.

MAKE IT WITH ALUMINUM. Fawcett Publications, Greenwich, Connecticut. Pp. 144. $.75.

MUNICIPAL GOLF COURSE—ORGANIZING AND OPERATING GUIDE. National Golf Foundation, 407 South Dearborn Street, Chicago 5. Pp. 128. $3.00.

OFFICIAL SOFTBALL-TRACK AND FIELD GUIDE—January 1955-56. American Association for Health, Physical Education, and Recreation, 1201 Sixteenth Street, N.W., Washington 6, D. C. Pp. 150. $.50.

OUTBOARD BOATING HANDBOOK. Hank Wieand Bowman. Fawcett Publications, Greenwich, Connecticut. Pp. 146. $.75.

PATHWAYS. James Carl Crowson. The Christopher Publishing House, 1140 Columbus Avenue, Boston 20. Pp. 204. $3.00.

PHYSICAL EDUCATION SYLLABUS, James W. Long, Harold M. Barrow, and Marjorie Crisp. Burgess Publishing Company, 426 South Sixth Street, Minneapolis 15, Minnesota. Pp. 168. $1.75.

PLAYGROUND FACILITIES — FOR RURAL AND SMALL ELEMENTARY SCHOOLS, Harold J. Cornacchia and John E. Nixon. Stanford University Press, Stanford, California. Pp. 43. $1.50.

RECREATION FOR THE HANDICAPPED, Valerie V. Hunt. Prentice-Hall, Inc., 70 Fifth Avenue, New York 11. Pp. 340. $6.65.*

RECREATION LEADER'S HANDBOOK, Richard Kraus. McGraw-Hill Book Company, Inc., 330 West 42nd Street, New York 36. Pp. 299. $4.75.*

SELECTED VOLLEYBALL ARTICLES. American Association for Health, Physical Education, and Recreation, 1201 Sixteenth Street, N.W., Washington 6, D. C. Pp. 66. $1.00.

SING—THE ALL PURPOSE SONG BOOK, David Stevens. C. C. Birchard & Company, 285 Columbus Avenue, Boston 16. Pp. 144. $.50.

SO YOU WANT TO BE A PLAYWRIGHT, Betty Scheyer. Exposition Press, 386 Fourth Avenue, New York 16. Pp. 61. $3.00.

TEACH YOURSELF TO SWIM, Gene Steinken. Weldon Mail Service, Box 232, Lake Zurich, Illinois. Pp. 23. $1.00.

TOURNAMENT MANAGEMENT AND OPERATION. The American Baseball Congress, Youth Building, 115 West Street, Battle Creek, Michigan. Pp. 37. $.60.

UMPIRE'S HANDBOOK OF THE AMERICAN BASEBALL CONGRESS—1955 Edition. The American Baseball Congress, Youth Building, 115 West Street, Battle Creek, Michigan. Pp. 50. $.75.

YOUR VOICE IS YOU, Myrtle Helmer Cannon. Exposition Press, Inc., 386 Fourth Avenue, New York 16. Pp. 47. $2.50.

Magazine Articles

BEACH AND POOL, *April 1955*
- Synchronized Swimming in Australia, *Henry Gundling.*
- New-world Adventure.
- New Construction Method, *Arnold Sheldon.*
- Ten New Pools for Cleveland.
- The Prefabricated Steel-Reinforced Concrete Pool.
- Sound Conditioning Indoor Pools.

JOURNAL OF THE AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, AND RECREATION, *April 1955.*
- Equipping Our Play Areas—A Symposium.
- Racial Integration in High School Interscholastic Sports, *John Brogneaux.*
- Playground On Wheels, *Nevin Nichols.*
- Playground Surfaces — A Symposium.

PARK MAINTENANCE, *April 1955*
- How Austria Equips Its Children's Playgrounds, *Reg Butler.*
- Breakwaters . . . Costly If Not Properly Engineered.
- Worker Gripes . . . Should Be Ferreted Out and Thoroughly Aired.

PARKS AND RECREATION, *April 1955*
- A New Light for Recreation, *Dewey R. Kruckberg.*
- Design of Park and Recreation Areas of Approximately 10 Acres, *Alfred B. LaGrasse.*
- Industrial Recreation—What It Is—and What It Isn't, *A. H. Spinner.*
- Filters and Chlorinators, *L. B. Houston.*
- Concrete Swimming Pools Are Sound Investment in Community Health.

RAWLINGS ROUNDUP—*Vol. 1955 No. 2*
- In Decatur, Too, They Have Places to Play.

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PUBLICATIONS

Covering the Leisure-time Field

Worship Ways for Camp

Clarice M. Bowman. Association Press, 291 Broadway, New York 7, N. Y. Pp. 182. $3.00.*

Last year the Association Press published Miss Bowman's *Spiritual Values in Camping*, setting forth the ways in which camping experience can provide the maximum in spiritual values. The present volume follows up the idea with actual resource material. Basic to the approach is the idea of worship as frequently a spontaneous, unplanned lift of the spirit aroused by sunset flaming or dawn brightening or the sight of a tiny almost hidden violet. The author envisions a leader able to catch such exalted moments and wordlessly, or articulately with just the right word, to weave an awareness of God into the very fabric of living.

While many pages are devoted to the difficult task of building such awareness, there are also chapters of prayers and rituals and other inspirational suggestions. Many of these lay no claim to literary expression, often being group effort to make permanent a high experience. Others, from well-known inspirational writers or from the Bible, are exalted both in thought and wording. Brotherhood in its widest meaning is stressed in many of the selections—"a street-urchin standing in a doorway in Naples, a farmer on the western plains of Canada, a soldier in the Palestine hills, a steelworker in Pittsburgh, a fisherman on the upper Yangtze, a young mother in Bombay." One prayer is entitled, "Save Me From Hating People."

A number of the Graces are memorable, notably: "Great Giver of every good and perfect gift, give us just one more gift—the gift of thankful hearts." —*Edna V. Braucher*, National Recreation Association.

Individual and Team Sports for Women

Donna Mae Miller and Katherine L. Ley. Prentice-Hall, Inc., 70 Fifth Avenue, New York 11. Pp. 502. $7.35.*

Although written for teachers of physical education, this can be a valuable handbook for recreation leaders of women's sports. Its wide variety of practical material, with helpful illustrations, provides scores of new ideas, novel games and contests to improve skills, suggestions for evaluating devices, audio-visual aids, tournaments.

Program of the Modern Camp

Gerald P. Burns. Prentice-Hall, Inc., 70 Fifth Avenue, New York 11. Pp. 320. $5.65.*

This book, which was published in the late spring last year, was edited by Dr. Gerald P. Burns, former executive director of the American Camping Association, and compiled by a distinguished group of camping experts. It should not be overlooked by anyone who is planning a camp, directing a camp, or participating in camp leadership. It is not only a report on present camping practices, but covers the philosophy of camping, program planning, activities, points out new trends, and gives thirteen examples of *balanced* camp programs. A portion of its chapter on "Evening Programs in Camp" is reprinted on page 275 of this issue of RECREATION.

Ceramics

Harry Zarchy. Alfred A. Knopf, Inc., 501 Madison Avenue, New York 22. Pp. 171. $3.00.

A concise, reasonably-priced guide for beginners in a craft which now tops the hit parade of creative hobbies. (See "Adult Arts and Crafts Are Terrific Success," page 273.) Ceramics appeal to young and old alike, and this clear outline of each step with sketches and photographs should be helpful to both. The book is not intended to be an advanced technical manual, but is for those who would like to get started in this craft and don't know how to begin.

Children in Focus—Their Health and Activity

American Association for Health, Physical Education and Recreation. National Education Association of the United States. Pp. 277. $3.50.

This is the 1954 Year Book of the American Association of Health, Physical Education and Recreation. It is a joint effort of some twenty-four writers to bring to bear on the elementary-age youngsters their various special areas of competence and understandings related to individual growth and development.

The book is divided into six parts covering: (1) understanding of the child in relation to the world in which he lives; (2) application of current knowledge of child growth and development; (3) content of a program in health, physical education and recreation adapted to the needs, interests and maturation level of this age group; (4) evaluation in terms of what happens to children as persons; (5) out of school and after school experiences which will make for fuller and enriched lives for every child; and (6) future preparation of teachers and leaders in these fields.

The real contribution of this book is that, in one volume, you have the many facets of the health, physical and recreation needs of the elementary youngster and how they may be met. Some of these authors have made similar points in other writings but never in the collective fashion found in this book. Here all of their strengths are brought together in focus on the grade school boy and girl.

This publication should be of special interest in teacher training programs, and will be helpful to the active teacher of health and physical education and recreation leader in bringing to them an up to date account of the current thinking in these areas for this age group.—*John J. Collier*, Great Lakes District Representative, National Recreation Association.

* See footnote on page 295.

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June and July, 1955

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	Altoona, Pennsylvania June 6 and 7	David M. Langkammer, Superintendent of Recreation
	Berks County, Pennsylvania June 8-10	Lloyd H. Miller, Director, Recreation Board of Berks County, Reading
	Lancaster, Pennsylvania June 13 and 14	Albert E. Reese, Jr., Director of Recreation, 135 N. Lime Street
	Youngstown, Ohio June 16 and 17	O. S. Ellis, Director-Treasurer, The Youngstown Playground Association, 2218 Ohio Avenue
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	Fitchburg, Massachusetts June 27-30	Miss Mary C. Kielty, Park Department
RUTH G. EHLERS Playground Leadership	Vineland, New Jersey June 9 and 10	Jack A. Claes, Supervisor of Recreation, Recreation Commission, City Hall
	*Greensburg, Pennsylvania June 13-16	Othmar B. Wuenschel, Recreation Director, Greensburg Recreation Board, 305 S. Maple
	Upper Darby, Pennsylvania June 20-22	Herbert S. Herzog, Director of Health, Physical Education and Recreation, Upper Darby School District
	Shepherdstown, West Virginia July 5-8	Dr. O. S. Ikenberry, President, Shepherd College
ANNE LIVINGSTON Playground Leadership	4-H Club Round-Up Stillwater, Oklahoma May 31-June 3	George E. Hull, Assistant State 4-H Club Leader, Extension Service County Agent Work
	New Ulm, Minnesota June 6 and 7	Joseph Harmon, Dirccter of Recreation
	Owatonna, Minnesota June 8-11	Edward Brandeen, Director of Recreation
	Fergus Falls, Minnesota June 13 and 14	Odis LeGrand, Supervisor, Department of Elementary Physical Education, Fergus Falls Public Schools
	Pittsfield, Massachusetts June 20-23	Miss Marilyn J. Thompson, Supervisor of Recreation, 52 School Street
MILDRED SCANLON Playground Leadership	Decatur, Illinois June 9 and 10	Russell J. Foval, Superintendent of Recreation, 243 S. Water Street
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FRANK A. STAPLES Arts and Crafts	Winona Lake, Indiana June 9	Floyd M. Todd, Free Methodist Church of North America
	Toledo, Ohio June 13-16	Arthur G. Morse, Supervisor, Division of Recreation, 214-18 Safety Building

* In cooperation with Latrobe, Jeannette and Hempfield Township.

Attendance at training courses conducted by National Recreation Association leaders is usually open to all who wish to attend. For details as to location of course, content of course, registration procedure and the like, please communicate with the sponsor of the course listed above.

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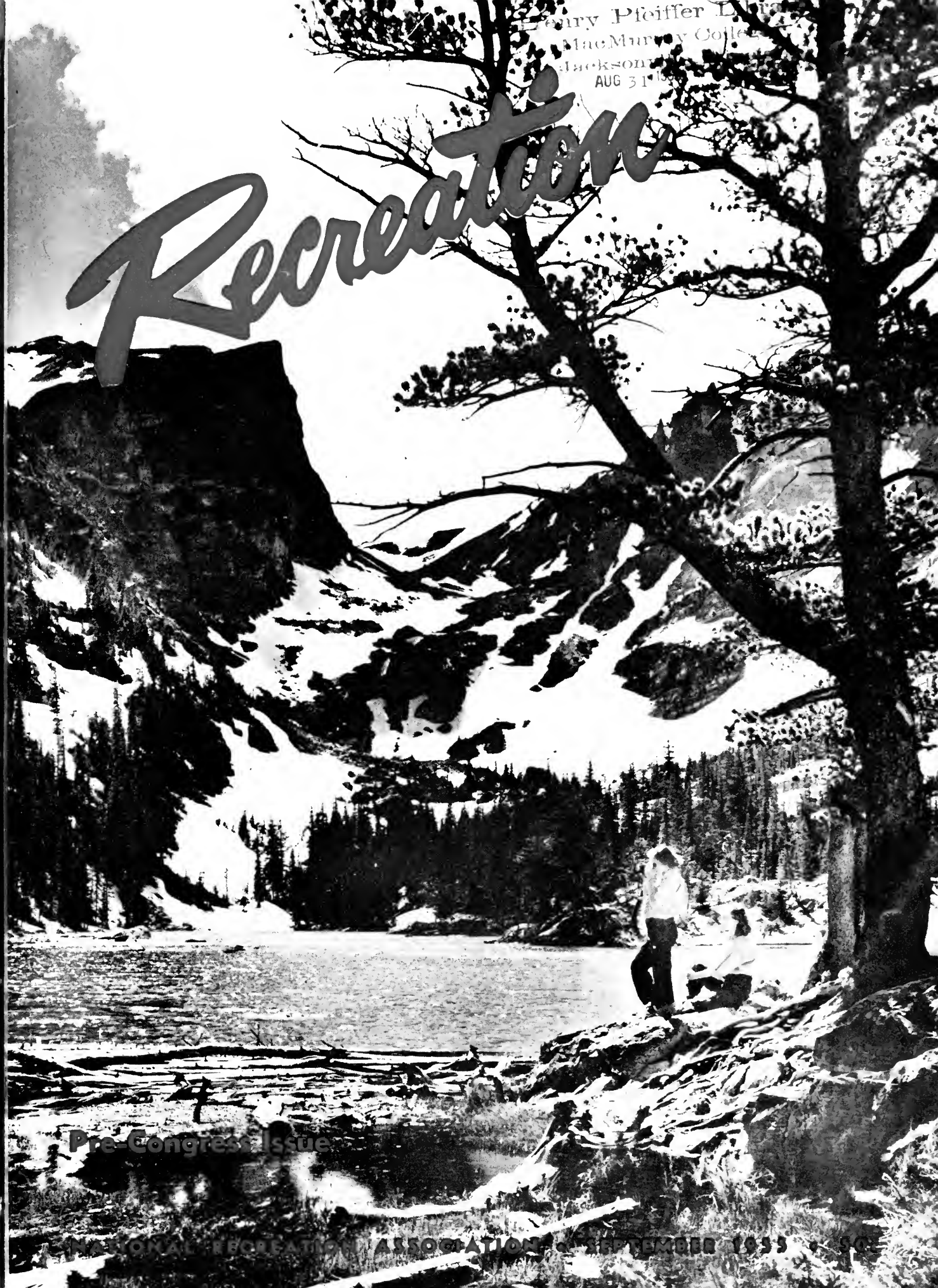

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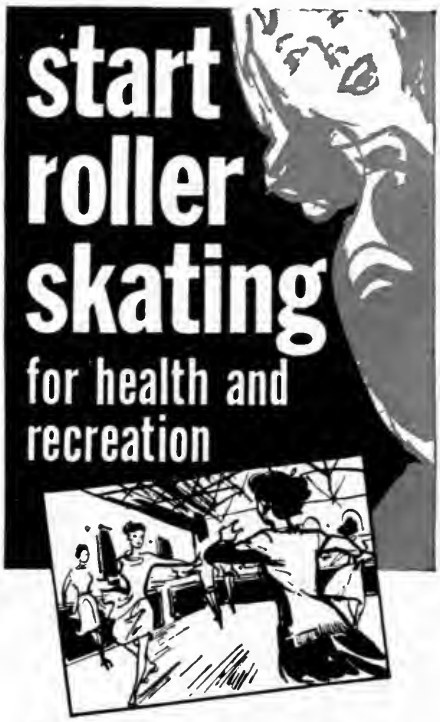

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For fifty years the National Recreation Association has believed in and worked for the enrichment of life through recreation. Almost from its founding in 1906 this objective, as well as the knowledge and techniques gained and results achieved, have been freely shared with other lands, as they in turn have shared their experience with us.

The International Recreation Service of the National Recreation Association, continuing this traditional spirit and expanding the exchange, has new strength in the creative and devoted service of its broadly representative national advisory committee.

The year 1955 has been a significant one for international recreation. The year 1956 has even greater potentialities for demonstrating how nations can be brought closer together through recreation.

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SEPTEMBER 1955

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On the Cover

Dream Lake in Rocky Mt. Park, Colorado. This state, scene of the 37th National Recreation Congress in September, delights the visitor with spectacular and easily accessible high-mountain scenery, lakes like this at waypoints, magnificent views from the lofty ranges. For more specific information see pages 310 and 312.

Next Month

Don't miss Joseph Prendergast's good article, What Parks and Open Spaces Mean to the American People. As United Nations Day and Halloween mark the month of October, there will be articles on recreation in other lands: Observations of a Traveler; Around the World with Recreation; and on Halloween the modern way: How a City Conspiracy Outwits Goblins; Outline for Halloween. Among others: Artificial Ice-Skating Rinks, by George Butler; Close Cooperation in Planning, by Robert D. Sisco. The Program Section will include articles on an all-sports night, the game of Codeball, recreation in a psychiatric hospital; a boys' club art fair.

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The Place of Recreation in PREVENTING Juvenile Delinquency

Sidney G. Lutzin

An interesting opinion and challenge presented at the 1955 New York State Annual Recreation Conference in Elmira. What is your attitude on this subject? RECREATION *magazine would be happy to receive your comments.*

THE recreation movement in America today is going forward at full gallop, representing a growth unprecedented by any social program in the history of our country. Impelled by the many forces in our society which have affected our whole way of life, it brings encouragement to all of us who have striven to achieve the results we are now experiencing. We cling tightly to the saddle, apply the spur, and gleefully ride onward pell-mell.

Now is the time, however, to face the many challenges which will be hurled at us from all directions. One of these challenges is: "What responsibility does recreation have in the community program for delinquency prevention?" This is a challenge which we must soon answer or chance the loss of the broad community support which is giving us growth.

The problem of delinquency prevention through recreation leaves us in a dilemma which perhaps is common to any evolving profession. Like the adolescent seeking to exercise his complete maturity and independence, we attempt to disassociate ourselves completely from the very factors which created us. In growing up we find other more desirable values and instead of adding these to values already established we prefer to disassociate ourselves from them. Unfortunately, whether we like it or not, we cannot forsake our heritage.

The organized recreation movement was born in the sand gardens of the Children's Mission in Boston. It grew up with the settlement houses in the slums of our country's major cities. It was nurtured as a welfare service by the voluntary agencies on funds contributed as charity. It was adopted by government—local, state, and national—and brought to its present adolescent stage by public agencies on the assumption that it makes certain basic desirable contributions to the community and to society. It has been supported by funds, voluntarily contributed or tax-derived, on the public assumption that one of its principal values is that of delinquency prevention. This assumption has been fostered through the slogans loosely thrown out during fund raising campaigns of the volunteer agencies—and by loosely veiled implications at budget hearings of government. The public, in its search for a panacea for delinquency prevention, has effectively been sold on recreation as the program which provides this service.

But, in our attempt to establish a professional niche, we seek to dispel our identity with those welfare purposes for which we were created. We swing full course with the pendulum and say, "Recreation has positive values. Delinquency prevention is negative, and recreation does not have a negative mission." We say this, however, in the whispers of our professional conferences and in the publications which serve only our field. We do not say this to the public, to the community, to the government administrators. Because to do this would be to throw away the crutch which, until now, has given us support.

Can we deny that recreation can be an effective tool in delinqency prevention if properly fitted as a component of a total pattern of recreation services for youth?

Is there a program which provides a more enjoyable media for attracting youth to it?

Is there one which establishes a more ideal situation for developing rapport between leader and child?

Can any other program serve more effectively to interest youngsters in activities of a socially desirable nature which might substitute for those which are socially undesirable or anti-social?

Where is there a more ideal situation than that of recreation for observing a child's behavior in a social group of his own choosing?

Is there any other program whose activities can be so readily exploited for therapeutic purposes?

Perhaps it is not alone the zeal for establishing a new professional field that leads us to cry "negativism." While the community, from lack of knowledge, has readily grasped at recreation and delinquency prevention as being practically synonymous, it may be that the recreation leader has had sufficient understanding of the problem to realize that his training has not been adequate to deal skillfully with the unadjusted child. Should he for this reason withdraw from the problem and say that only a small percentage of children are involved, and that the needs of the many are more important? Or should he rather say that professional training for recreation leadership should include

SIDNEY G. LUTZIN *is the assistant director of recreation of the New York State Youth Commission, Albany, New York.*

the skills for dealing with the problems of children as well as the skills for conducting activities? Would this not be a more desirable alternative than to forfeit by default values which are intrinsic to recreation?

To pursue only the so-called positive values of recreation would seem to mean that we can rest content while children badly in need of the services we can render aimlessly wander the streets and alleys. Or should we feel that it is our responsibility to reach out for these young people by designing a program which will seek them out and attract them to these services? Is it our purpose to serve only those who come for the daily, routine diet we offer in our places of business?

Can we feel that we are fully exercising our responsibilities when we reject the non-conforming youngster and exclude him from our activities because he interferes with the enjoyment of the many? Or do we have a duty to help him find the security he requires for better adjustment in the group? Seeing the misfit in our programs, can we in good conscience say we are providing the opportunities and if the child cannot make the most of it then others must take care of him? Is it too much to ask that we help to provide him with the strength he needs to grow up a decent, self-respecting human being?

How can we feel that recreation is meeting its full obligation to the community when we hear that a substantial proportion of the inmates of correctional institutions have no recreation skills, but could find their recreation only through the anti-social activities which led them into these institutions? Does this not represent failure on the part of recreation?

Even though we accept our responsibility for utilizing the fullest measure of services which recreation itself can contribute to the community, we must realize that we cannot do the job on our own. We require the aid and resources of other community services—among them the school, the church, health and social services—together with all other forces in the community which can help in creating a favorable community environment. The need for integrating recreation into the total pattern of community life is ever present. [And what is the responsibility of the school in this?—Ed.]

These then are the decisions we must make if we are to give direction to this movement which is gaining such great impetus. Where shall we stand on the issue? Shall recreation serve the community to the fullest of its potential or shall we say now that delinquency prevention is not within the realm of a positive program of recreation; that the support it has derived on the promise of its ability to help in solving social problems in the community has been misplaced?

In a great measure, we are now responsible for the absence of adequate community services for the prevention of delinquency because of our failure to contradict those citizens who have urged the establishment and expansion of recreation as the local solution to the delinquency problem. The challenge to our profession now is that we either deny publicly, as we do in the privacy of our professional groups, that recreation has a responsibility to provide delinquency preventive services for the community, or do the job the community expects of us and which I know can be done. ●

Congress Proceedings 1955

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Things You Should Know . .

▶ AN ADDITIONAL ARTICLE on school-city recreation services will be published in the October issue of RECREATION. It is, "Close Cooperation in Planning," by Robert D. Sisco, who is the superintendent of recreation in Livingston, New Jersey—a town of 16,000.

▶ A STUDY OF "Effective Practices to Reduce Vandalism" has been undertaken at Indiana University with the indorsement of the Education Committee of the American Institute of Park Executives. It is being conducted by George T. Wilson, for many years a member of the Milwaukee Department of Municipal Recreation and Adult Education. The results of the study should prove useful to recreation and park employees.

▶ NEW NATIONAL RECREATION ASSOCIATION APPOINTMENTS: John J. Collier, formerly Great Lakes District Representative, as Acting District Representative in the Pacific Southwest District to replace Lynn Rodney who is leaving the Association staff, after ten years of service, to become Associate Professor of Recreation at the University of Oregon; Clarence E. Brewer, who has been working on special assignments at the request of the Armed Services, as Great Lakes Acting District Representative, replacing Mr. Collier.

▶ EVERY RECREATION EXECUTIVE AND LEADER should obtain and keep on hand the *1955 Safety Education Digest*, published late last spring by the Center for Safety Education, New York University, and made possible through the cooperation of the National Safety Council and the National Recreation Association. Copies may be secured from the Center at: sixty-five cents per copy, fifty cents for ten or more copies.

▶ SITE CHOSEN FOR THE NEW NATIONAL HEADQUARTERS of the American Camping Association is Bradford Woods, the camp site of Indiana University. Plans include space for holding national workshops and for a national library on camping.

▶ SOME FEW COPIES of the National Recreation Association publication, *Outdoors-Indoors*, by Reynold E. Carlson—on nature activities—are now available from the Association for fifteen cents per copy, to cover mailing charges.

▶ RECREATION PROGRAMS IN INDUSTRY have increased efficiency sharply, according to studies made by the National Industrial Recreation Association and recently reported in the *New York Times*. Last year company and employe outlays for recreational activities amounted to approximately $1,000,000,000. These expenditures have boosted sales of sporting goods manufacturers, caterers, florists, transportation carriers, and for builders of such items as swimming pools, athletic fields, tennis courts and rifle ranges.

▶ THE NEW NRA FILM ON HOSPITAL RECREATION, *So Much For So Little*, produced by Robert Wald of the TV series "American Inventory," and the NRA Hospital Consultant Department, is being premiered during the convention of the American Hospital Association, in Atlantic City, during the week of September 20th. The film runs twenty-eight minutes, is in color and is about a woman who finds out the need for recreation in her local community hospital through the plight of an injured old man and finds the ways and means of bringing recreation to that institution.

▶ RESEARCH HAS BEEN COMPLETED on a hospital recreation study of the actual physical and psychological effects of recreation to the chronic patient. The research was jointly sponsored by the NRA and New York University School of Education, at Bergen Pines Hospital, Paramus, New Jersey. It will be ready for publication by October 15th.

▶ JOSEPH PRENDERGAST, executive director of the National Recreation Association, is now on the Citizen's Advisory Committee for the Governor's Conference on Problems of the Aging, by appointment of Governor Harriman of New York State. On Mr. Prendergast's recommendation, Sidney G. Lutzin, President, New York State Recreation Society, William Lederer, President, Recreation Executives Association of Westchester County, and Richard Hallahan, President, Long Island Recreation Association, affiliate members of the NRA, have been invited by the Governor to attend the Conference.

Mr. Prendergast acted as recreation consultant at the Blue Ridge Institute for Southern Social Work Executives, July 24 to 29, in Asheville, North Carolina, attended the annual meeting of the Western Interstate Commission for Higher Education, Cheyenne, Wyoming, August 8 and 9 and, as chairman of the National Advisory Council of "Keep America Beautiful, Inc.," addressed the Annual Convention of the Institute of Park Executives in Louisville, Kentucky, September 21.

▶ WASHINGTON STATE RECREATION SOCIETY is doing something about recruiting for the recreation field. It has just issued a mimeographed folder, "Your Career in Recreation," which tells about: the profession; what a college course in this subject can offer; types of positions; salary range. The folder also extends an invitation to its recipients to write to the Society for more complete information.

▶ REPRINTS OF THE REVIEW which appears on page 319, of *The Recreation Profession in the Southern Region*, may be made available if there is sufficient demand. Some who read Dr. Weatherford's original manuscript have expressed interest. It would be helpful to know promptly if there are others who would want copies. There will be a small service charge.

University Announcements

▶ A NEW DEGREE, Master of Science in Recreation Administration, is offered at the Graduate School of University of North Carolina, Chapel Hill. Application should be made to the Dean of the Graduate School. In addition, the following opportunities to prepare for the professional recreation field are offered through the Department of Sociology and Anthropology: An undergraduate major (A.B.) in Recreation Leadership; and a Master of Arts degree in Recreation Leadership. A limited number of courses are offered through Correspondence Instruction.

▶ A $1250 RESEARCH ASSISTANTSHIP for 1955-56 school year is announced by the University of Wisconsin Curriculum for Community Leadership in Recreation. This is available to a graduate student who wishes to work on studies of local government expenditures for recreation in Wisconsin. Applicants should write the Coordinator of the Recreation Curriculum, Education Building, University of Wisconsin, Madison.

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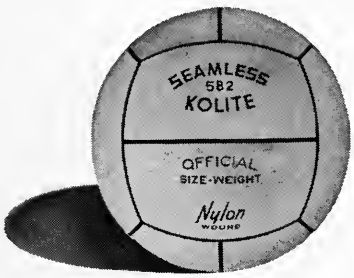

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Letters

Readers! You are invited to send letters for this page to Editor, RECREATION, *8 West Eighth Street, New York 11—so that your ideas, opinions and attitudes may be exchanged with others on the wide range of subjects of concern to us all. Here is your chance to agree or disagree with the authors of our articles.*
—The Editors.

Success in Denver

Sirs:

I know that you will rejoice with those of us in Denver over the great gains in recreation in the State of Colorado and city of Denver this year. First, the Colorado General Assembly passed and created a State Parks and Recreation Board, with an appropriation to do a survey study, effective July 1, 1955. Prior to this date Colorado did have a state parks authority but no active use of the existing law.

On May 17, 1955, the citizens of Denver voted for a charter amendment, terminating the present Department of Improvements and Parks and creating a Department of Parks and Recreation and a Department of Public Works. The Department of Parks and Recreation will be headed by a manager to be appointed by the mayor. The department will be composed of (but not limited to) a division of parks and a division of recreation. The manager will serve on the mayor's cabinet with equal status with the present charter departments of safety and excise, health and hospitals, welfare, revenue, and public works.

At the May 17 election, a $2,000,000 bond proposal for parks and recreation improvements and facilities passed successfully. This bond proposal will provide for replacement of water systems in existing parks, new parks and recreation areas to be developed, and provides $1,000,000 for recreation improvements.

I thought that, inasmuch as the Congress is coming to Denver in September, such progress should not escape attention of those recreation executives who are probably battling for the same state and city issues which have been so successfully passed in Colorado.

J. EARL SCHLUPP, *Director of Recreation, Denver, Colorado.*

Front Page Story

Sirs:

On April 7, 1955 there appeared on the front page of *The Dallas Times Herald* a picture and story regarding a marbles tournament. The article impressed us so much that we are forwarding it to you in its entirety, along with a print of the picture. [Shown here.]

Don't you consider it really significant that on a front page which carries stories of two murders, a big tax bill under consideration by the legislature, and a mass protest in the form of a march by a hundred mothers on a local school board, that this story about such a simple activity should take the headline? The picture and the story impressed us with the following ideas: (1) Recreation is for old and young alike (the "mature" man and the twelve-year-old boy). (2) Recreation may be found in such simple age-old activities requiring limited expense, facilities, and preparation. (3) Recreation knows no "nationality" (the little boy, Jesse Hernandez, is one of several thousand persons of Latin-American descent in Dallas).

We forward this material to you with the thought that others might sense the satisfaction that we find in knowing that at least one major newspaper gives attention to a story of this kind by placing it ahead of the more sensational subjects which were given less conspicuous places on the front page.

L. B. HOUSTON, *Director, Parks and Recreation, Dallas, Texas.*

Recreation and Adult Education

Sirs:

Mr. Knowles is to be congratulated on his very fine article. It is the most thorough analysis of the relationships existing between recreation and adult education that has yet been made. It is also a very fine contribution to the philosophy of recreation; and this is particularly interesting to me since it parallels my own.

One follows with unabating interest Mr. Knowles' discussion of each stated criterion to see whether it is an adequate tool to distinguish between *recreation* and *adult education.* In every case we are led to agree with him that the suggested standards of differentiation are unsatisfactory. This situation moves on to the logical necessity of defining the two terms under consideration.

He scores again in choosing Howard Braucher's definition of recreation, which I am happy to have the opportunity of repeating: "Any form of leisure-time experience or activity in which an individual engages from choice because of the enjoyment and satisfaction that it brings directly to him." An added statement by Mr. Braucher gives additional emphasis to the potential opportunity for creative expression and development of the individual's innate powers.

Using Howard Braucher's definitions of recreation as stated in Mr. Knowles' article and above, I consider adult education to be clearly recreation. It is without question, a form of leisure-time activity in which people choose to engage because of the enjoyment and satisfaction brought to them. Furthermore, the greater the opportunity for creative expression and the development of powers in a particular type or course in adult education, the greater the amount of recreation and the higher its quality. From the standpoint of the individual, I have a very simple and homely definition of recreation: "What one chooses to do, when he has spare time to do what he wants to do."

In the years 1945-1947, when I was privileged to serve on the staff of the National Recreation Association, I had opportunity to observe rather closely in twenty-two northeastern states the adult education programs operated by state departments of education and public instruction. One-third to one-half of the course offerings in adult education in these states would be clearly recognized by title as well as content as recreation, and measured in the light of either Howard Braucher's definition or mine, all of the offerings were recreation.

The best kinds of recreation come through the creative use of leisure-time.

Mr. Knowles' definition of adult education is excellent. It is: "Any activity engaged in voluntarily by mature men and women that produces changes in their knowledge, understanding, skills,

attitudes, interests, or appreciations." Any adult recreation provided by a public recreation department or a group-work agency will achieve in some degree what is outlined in the above definition and more; that is, it will bring joy and satisfaction, even fun.

Mr. Knowles expresses the thought that, ideally, there should be no difference between adult education and recreation. However, I take the positions, first, that adult education *is* recreation and, second, that the recreation of the adult *is* education.

Education from the standpoint of the individual is the result of activity. Education takes place only through activity, through participation, through reaction to the many stimuli in our environment. From the standpoint of society an attempt is made to select wholesome constructive activities to become the curriculums of our schools, churches and social agencies so that the education resulting from these activities will be constructive and socially approved.

It should also be remembered that recreation methods can make education more enjoyable and meaningful, wherever it takes place. Education should not shun or fear recreation but rather seek it and welcome it. One of the most fundamental responsibilities of the school as a social agency is recreation education, or definitely purposing, planning and carrying out a broad program of educating for the worthy use of leisure in all branches of the curriculum and at all age levels, adult as well as others. As recreation education is seriously and effectively developed in the schools of the nation, the demand for an ever higher quality of recreation in public recreation and other recreation agencies will be evident. For people will be recreationally educated to higher levels of constructive, creative expression.

H. G. METCALF, *Department of Recreation Education, State University of New York Teachers College, Cortland, New York.*

(See Mr. Metcalf's article on page 314—Ed.)

* * * *

Sirs:

I read with a great deal of interest, the article by Malcolm Knowles in the February issue, "Recreation and Adult Education." I have also enjoyed the comments on your Letters page.

In Baldwin, we have a school-sponsored recreation program which has been in operation for the past three years. I am supervisor of this program and we have established a year-round recreation program for all boys and girls from age five through the teens.

Last year our school administration considered the combining of recreation and adult education under one administrative head. After much discussion and investigation it was decided to go ahead with this plan. For the past year I have held the position of recreation supervisor and director of adult education for the Baldwin Public Schools. We are the first in our community to bring these two programs under one administrative head in this area and I would be anxious to know if this is being done in other sections of the country. Since we have made this step, two communities here on Long Island have done the same thing.

I would be glad to correspond with anyone who might like further information about this arrangement.

MORTON K. THAU, *Recreation Supervisor and Director of Adult Education, Baldwin, New York.*

* * * *

Sirs:

Regarding Malcolm Knowles' guest editorial in the February issue, we make a mistake, it seems to me, when we carry the analysis of differences between adult education and recreation to the last tiny detail. The centers of gravity of the two are different: adult education seeks life enrichment primarily through learning while recreation seeks life enrichment through ways of personal fulfillment that have primary values other than learning, specifically, adventure, social relationships, achievement; adult education, by definition, focuses on the adult population while recreation is experience needed by and, to a large extent, enjoyed by all the people young and old in the manner of their own choosing; adult education may be compulsory either legally or by other authority but recreation is never compulsory since it loses that essential quality of self-motivation when any form of compulsion is applied.

It is my conviction that a large part of the enjoyment associated with recreation experience arises from the educational changes that occur in the individual. Mere amusement can be distinguished from recreation by the absence of this educational element. It does not follow, however, that any experience; e.g., learning to sculpt, which has educational value thereupon becomes "education," nor that an educational experience such as learning to cook which has important recreational values is therefore "recreation." What is the social purpose for which this particular experience has been made possible? Here, it seems to me, is the basis of distinction and the clue to the establishment of separate professions, separate agencies.

H. C. HUTCHINS, *Assistant Professor of Education and Coordinator of the Recreation Curriculum, the University of Wisconsin.*

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Editorially Speaking

School Emphasis

Although we are not labeling this issue of RECREATION as a "school issue," because we are including a whole section on the forthcoming National Recreation Congress in Denver, the primary emphasis of the contents that follow is upon school-community cooperation in providing local community recreation services, and it has been so planned by request. College educators found our September 1954 school issue of value, and in some instances made it required reading in their classes.

We feel that cooperation of the schools and the city recreation department plays an important role in the recreation-education process, and we hope you won't miss reading the articles on this topic, by Dr. Brightbill and Dr. Metcalf, on pages 314 to 318.

New Horizons in Recreation

Recreation and education are a team working for improvement of community life. Both have similar aims: *(a)* preservation of our democratic form of life, *(b)* improvement of the level of living, *(c)* maximum development of each individual.

Surely, a properly developed and supervised recreation program can make a positive contribution toward these objectives.

School buildings should be planned as neighborhood and community centers. In Philadelphia, the relationship between the board of education and the recreation department has been strengthened as a result of the work of the Coordination Board. Informal agreements have been reached in the use of school facilities for recreation purposes and a fine coordinated relationship exists in other areas. Possibly, the relationship should involve consideration of design, operation, and financing of joint facilities. Although a good start has been made and all concerned have a mutual respect for each other, changes do occur in administrative personnel as well as board members and a more binding agreement concerning the use of school facilities and the financing of the program should result.

Last year, for the first time, a number of school buildings were turned over to the recreation department for evening recreation use. The board of education supplied heat, light, and janitorial services. The recreation department supplied leadership.

There is no valid reason why public education and public recreation should acquire and develop entirely separate properties to serve the same neighborhood when one property is sufficient to the purposes of both. On the contrary, there are important reasons for the joint acquisition and development of sites and facilities. When joint effort is made, the public benefits in lesser costs, more efficient use of land, less supervision, and richer opportunity for living and learning. The fine cooperative agreements that have been developed between the board of education and the department of recreation will result in greater service to the community at reduced costs.

A municipal recreation department cannot live in a vacuum and there must be concern and action for regional as well as state planning. People seeking recreation opportunities are not conscious of city and county boundaries any more than they are in the other government fields such as streets, sewer, water, and fire. — *Excerpted from a speech by Robert Crawford, commissioner of recreation in Philadelphia, at a meeting of prominent Philadelphia civic leaders.*

God Left the Challenge in the Earth

When God made the earth, He could have finished it. But He didn't. Instead, He left it as a raw material—to tease us, to tantalize us, to set us thinking and experimenting and risking and adventuring! And therein we find our supreme interest in living.

Have you ever noticed that small children in a nursery will ignore clever mechanical toys in order to build with spools and strings and sticks and blocks a world of their own imagination?

And so with grown-ups, too. God gave us a world unfinished, so that we might share in the joys and satisfactions of creation.

He left the oil in Trenton rock.

He left the aluminum in the clay.

He left the electricity in the clouds.

He left the rivers un-bridged—and the mountains un-trailed.

He left the forests un-felled and the cities un-built.

He left the laboratories un-opened.

He left the diamonds un-cut.

He gave us the challenge of raw materials, not the satisfaction of perfect, finished things.

He left the music un-sung and the dramas un-played.

He left the poetry un-dreamed, in order that men and women might not become bored, but engage in stimulating, exciting, creative activities that keep them thinking, working, experimenting and experiencing all the joys and durable satisfactions of achievement.

There is no Shangri-La where our every want can be supplied by wishing. There is no substance to the philosophy of "getting by." There is nothing worth while gained by chance.

Work, thought, creation. These give life its stimulus, its real satisfaction, its intriguing value.

Progress comes, not by some magic word and not by government edict, but from the thoughts, the toil, the tears, the triumphs of individuals who accept the challenge of raw material—and by the grace of God-given talents produce results which satisfy the needs of men. —DR. ALLAN A. STOCKDALE.

Fact Kit on Comics

For the first time, there is now available a complete, informative, presentation of the whole story of the Comics Magazine Association of America, Inc., and what it is doing. This material has been published for the benefit of individuals and groups who are interested in the comic book industry's program for self-regulation. The fact kit includes eight basic booklets about comic books, together with a reproduction of the Seal of Approval of the Comics Code Authority and a copy of the Comics Code. It is available free from Comics Magazine Association of America, Inc., 41 East 42nd Street, New York 17.

SEPTEMBER 27 TO OCTOBER 1, 1955

Congress Forecast

AT 10:00 A.M. Mountain Standard Time, on Tuesday, September 27, the 37th National Recreation Congress will be convened, officially, in Denver, Colorado.

Congress activity will have started earlier with the opening of the registration desk, the setting up of commercial and educational exhibits and displays, and the completion of the National Recreation Association's own consultation center on Monday.

The speaker at the convening session will be Harlow O. Whittemore, head of the department of landscape architecture and planning at the University of Michigan. Dr. Whittemore will talk on the subject of the preservation and acquisition of public open spaces and will present the findings of a recent workshop of the American Institute of Planners.

Other general speakers on the Congress program will be Brigadier General Richard H. Carmichael, USAF, Dr. Albert S. Raubenheimer of the University of Southern California and Edgar Ansel Mowrer, widely known reporter and commentator on world affairs. (See June 1955 issue of RECREATION.)

Dr. Raubenheimer will address the first evening general session of the Congress, on Tuesday, on creative aspects of our recreation program, and Mr. Mowrer will address the Thursday evening general session on the importance of the self-reliant individual.

General Carmichael, who will address the Wednesday morning general session, is deputy director of personnel procurement and training of the Air Force. He will speak on the importance of recreation for the morale of servicemen as well as for the morale of their families. The new Air Force Academy is located at Colorado Springs, and Congress delegates will have an opportunity to see its location on Saturday following adjournment of the Congress.

The Wednesday morning general session will be chaired by George Hjelte, chairman of the NRA National Advisory Council. Mr. Hjelte is also general manager of the department of recreation and parks in Los Angeles. Following the plans tried last year at St. Louis, there will be no general session on Wednesday evening but a series of special features is being planned for that time.

The general program plans for the Congress have been developed again this year with the cooperation of a number of special Congress committees, which have been listed in earlier issues of RECREATION magazine, and with the help of a number of the national advisory committees to the National Recreation Association. More than 15,000 copies of the Congress preliminary pamphlet have been printed and widely distributed but copies are still available if you were missed or if you would like an additional supply.

The Denver Convention and Visitors Bureau reports heavy correspondence with reference to room reservations and any delegates who have not yet arranged for rooms should write immediately to the bureau at 225 West Colfax Street, Denver. All Congress reservations are being handled by the bureau this year. Reference to the map of the Congress area will show how near the three Congress hotels are

Dr. Whittemore

Dr. Bard

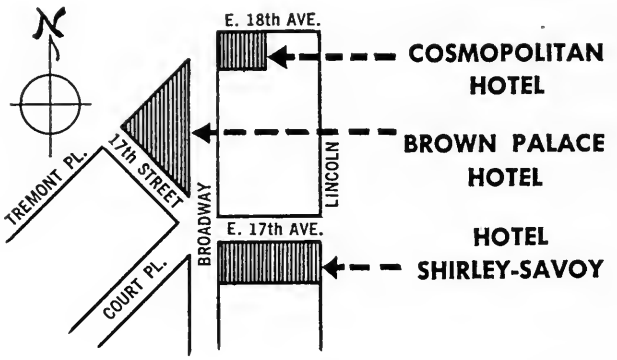
Mrs. Pomeroy

Gen. Carmichael

to each other. Congress headquarters will be maintained in the Shirley-Savoy but meetings will also be held in the Brown Palace and Cosmopolitan.

Special Features

In addition to more than fifty different section meetings and the general sessions of the Congress, an interesting and valuable series of special features is also being planned. As previously announced, Dr. Frederick Hall and Bob Smith will conduct sessions in the field of music. Dr. Hall, chairman of the department of music at State Teachers College in Montgomery, Alabama, will be remembered for his action spirituals at the St. Louis Congress last year. Bob Smith, coordinator of music in Denver, is the author of the article, "Music As Recreation in the Mile High City" which appeared in RECREATION for May.



Other special features previously announced are the arts and crafts workshop on Thursday, September 29, morning and afternoon, conducted by Lester Griswold of Colorado Springs and the bowling clinic conducted by the American Junior Bowling Congress on Wednesday afternoon.

Mrs. Morris H. Pomeroy, founder and director of the Recreation Center for the Handicapped in San Francisco, will lead a special meeting on recreation and the handicapped at which she will tell about some of the outstanding work being done at the center in San Francisco. Those who have seen the San Francisco program are enthusiastic about it and there is much interest generally in the problems of adapting recreation activities for the handicapped people.

Special features are also being planned in the field of drama, and both Miss Helen M. Dauncey and Mrs. Anne Livingston of the National Recreation Association staff will be in Denver to organize and direct sessions featuring social recreation activities.

Dr. Morton Bard, clinical psychologist in the department of rehabilitation at Memorial Center for Cancer and Allied Diseases, New York, will address the first session of the Hospital Recreation Conference on Tuesday morning. Dr. Bard's talk will be devoted to the anxieties caused by illness and how recreation can help. He is widely known for the thinking and speaking which he has done on this subject, and his opening statement will set the stage for the series of hospital meetings which will follow on Tuesday and Wednesday. Plans are being made for the National Recreation Association's new motion picture on recreation in hospitals to be screened for the first time on Wednesday evening.

The National Advisory Committee on Recreation Administration has helped this year in planning the executive sessions which will be held all day on Tuesday, beginning immediately after the adjournment of the convening session. About forty of the leading executives in the country have agreed to serve as chairmen and as reporters for the twenty sub-groups during the executive meetings.

The National Advisory Committee on the Recruitment, Training, and Placement of Recreation Personnel has helped in the planning of three meetings, one on graduate education, one on salaries for recreation workers, and one on in-service training.

The National Advisory Committees on Recreation Research, State Recreation, Program, and the National Advisory Committee to the International Recreation Service have also helped with plans for the meetings and demonstrations in their respective fields of interest.

All of the national advisory committees have scheduled meetings during the week of the Congress and members of each committee will receive specific information as to date and time.

Important among special events will be the Congress Bar-B-Q and the Denver show on Friday evening. These will both take place at Red Rocks Mountain Park, sixteen miles southwest of Denver, following the afternoon tour of recreation points of interest in and around the city. (See pictures on pages 312-313). The Saturday schedule is being left flexible except that definite plans are being worked out for those delegates who wish to visit Colorado Springs, home of the new Air Force Academy and possessor of an outstanding recreation program and park system.

The National Recreation Congress is an outstanding experience in the life of any recreation worker. The Congress is a week filled with fellowship, inspiration, and opportunities to learn. Everyone who attends a Congress whether he is on the official program or not is an active participant in the program, and his stay at the Congress is all the more valuable to him and to others because of this. The wide range of interest of recreation leaders is reflected in the program of every Congress; but for all its reputation for hard work the Congress is a recreation experience. ●

Training for leisure is generations behind schedule now. Yet it is not too late if the educational effort be well-directed and strongly supported. Leisure must mean freedom with control—and self-control with freedom.—HOWARD BRAUCHER, in "Treasury of Living."

Directory of Commercial Exhibitors

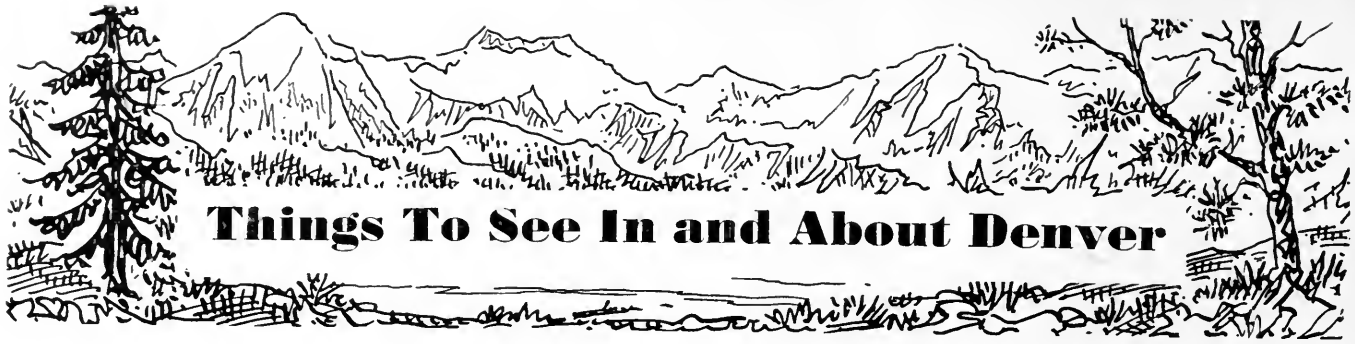
The companies below will have exhibit booths at the Denver Congress; and, one and all, they join the National Recreation Association in extending a warm welcome to delegates. Their colorful displays are always a familiar and helpful part of the big meeting. Here you can personally examine that piece of equipment which you have been considering for a long time.

A typical letter received from a delegate after the Congress last year stated: "The excellent commercial exhibits, alone, were worth my long trip to the Congress. I was able to order some necessary and very valuable materials."

Be sure to get acquainted with these people. Look them up in the booths listed:

Company	Booth
American Playground Device Company * Anderson, Indiana	1
Rawlings Sporting Goods Company * St. Louis, Missouri	2
National Rifle Association Washington, D.C.	3
The Felt Crafters Plaistow, New Hampshire	4
Nehi Corporation Columbus, Georgia	5
Central Texas Iron Works Waco, Texas	6
Radio Corporation of America Camden, New Jersey	7
The Seven-Up Company St. Louis, Missouri	8
The Combined Book Exhibit New York, New York	9 & 10
The Rex Corporation West Acton, Massachusetts	11
National Park & Recreation Supply Company South Haven, Michigan	12
Playground Associates, Inc. New York, New York	13
Chicago Roller Skate Company * Chicago, Illinois	14
The MacGregor Company * Cincinnati, Ohio	15
Miracle Equipment Company Grinnell, Iowa	16, 17 & 18
Dudley Sports Company New York, New York	19
Berlin Chapman Company Berlin, Wisconsin	20
Square Dance Associates * Freeport, New York	21
W. R. Moody Gold Stamping Company * Burbank, California	22
Eriksen's Crafts Hutchinson, Kansas	23
The Handcrafters Waupun, Wisconsin	24
The J. E. Burke Company New Brunswick, New Jersey	25
The Coca Cola Company New York, New York	26
The Hanna Manufacturing Company Athens, Georgia	27
Kalah Game Company Dorchester, Massachusetts	28
A. G. Spaulding & Bros. Chicago, Illinois	29
Bolco Athletic Company Los Angeles, California	30
Sun Aired Bag Company Sunland, California	31
Cleveland Crafts Company Cleveland, Ohio	34
Wilson Sporting Goods Company Chicago, Illinois	35
Play Sculptures Division, Creative Playthings, Inc. New York, New York	36
American Art Clay Company Indianapolis, Indiana	37
Pepsi-Cola Company New York, New York	38 & 39
The Program Aids Company New York, New York	40
National Bowling Council Washington, D.C.	41
Dennison Manufacturing Company Framingham, Massachusetts	42 & 43
Hillerich & Bradsby Company * Louisville, Kentucky	44

* See advertisement in this issue.



Things To See In and About Denver

In DENVER you will see one of the country's most beautiful civic centers, noted for its distinctive architecture and, just across the green lawns, is the Colorado State Capitol, built of Colorado gray granite. Its dome is covered with gold leaves from Colorado's gold mines. When you visit it you will be exactly one mile above sea level, which is the reason the queen city of the plains is often called "The Mile High City." As you reach the fifteenth step, you will be standing on one of the most photographed spots in the city.

In the civic center is the Denver City and County Building, built on modified lines of Roman Ionic and Corinthian architecture at a cost of $4,500,000, and at the southside of the center, a unique outdoor Greek amphitheatre—for concerts, public forums, square dancing, and shuffleboard. The main library is on the north side, and the new $3,000,000 library is under construction on the south.

The United States Mint may be visited between 9:00 A. M. and 1:00 P. M., Monday through Friday, and it probably coined the very penny in your pocket as you read this.

The Colorado State Historical Museum, just off the State Capitol, with its exhibits of prehistoric races and culture has notable scale models of Indian life, Mesa Verde dwellings and people, and a miniature model of early Denver. The Denver Museum of Natural History, on the east side of City Park, is world famous for its original manner of displaying unusual collections of natural-habitat groups of animals, birds, and flowers. Other museums are the Denver Art Museum, Children's Museum, Oriental House, and Chappell House.

Space does not permit description of our educational institutions, magnificent Auditorium Arena, the Denver Coliseum—home of the National Western Stock Show—and our fine indoor ice skating arena.

A drive to the top of lofty Mount Evans, on one of the highest mountain roads in the world, is a never-to-be forgotten experience. This mighty sentinel reaches an elevation of 14,260 feet above sea level. The 120-mile round-trip from Denver offers many awe-inspiring sights, magnificent views of distant mountain ranges, valleys, and lakes formed from the melting snow.

Pikes Peak, at an elevation of 14,110 feet, towers over the Colorado Springs area. The trip to the top may be made by cog railroad or over an excellent highway, through Manitou Springs and the Seven Falls area.

Rocky Mountain National Park, seventy miles northwest of Denver, contains 405 square miles of some of the most spectacular scenery of the Rockies, in which are located forty-two mountain peaks of over 12,000-feet elevation, dominated by mighty Longs Peak, 14,255 feet above sea level, a challenge to all mountain climbers. There are also easy trails into the picturesque country and excellent highways over which one may drive in leisurely fashion. Trail Ridge Road crosses the Continental Divide in the park, a superb highway of gradual grade which reaches an elevation of 12,183 feet at its highest point.

Mesa Verde National Park, in the southwestern section of the state, is especially noted for the ruins of homes and villages of the ancient cliff dwellers. The ruins are found in canyons which intersect a high plateau that once is supposed to have supported 70,000 people. These relics of Indian lore are reported as the greatest prehistoric Indian ruins known to exist. Both national parks offer guided tours and evening entertainment of lectures and showings of pictures, staged by park rangers.

Colorado contains six spectacular national monuments. One of them, Dinosaur National Monument, subject of present controversy, is in the northwestern corner of Colorado, and contains primitive country of unsurpassed beauty, such as the canyons of the Yampa and Green Rivers, which converge at Steamboat Rock, and are spectacular in their unusual rock formations, interesting faults (fractures in the earth's crust) and colorings. The canyons vary in depths from 1,600 to 2,400 feet. The monument also contains deposits of fossil remains of prehistoric life of great scientific interest.

At the Royal Gorge in the south-central part of the state near Canon City, the Arkansas River cuts through a gorge of precipitous walls ranging from 2,600 to 3,000 feet in depth. The highest suspension bridge in the world spans the gorge 1,053 feet above the river bed.

The San Juan Mountains, The Uncompahgre Range, the Million Dollar Highway from Ouray to Silverton, picturesque old mining towns in the southwestern section, all offer much to see.

The western slope of the Rockies has thousands of miles of excellent trout fishing streams, rugged mountains of majestic beauty, and a great deal of virgin wilderness. The area is rich in the lore of early-day miners who sought gold and silver. Now mining is thriving again, for it is here the greatest deposits of uranium are located.

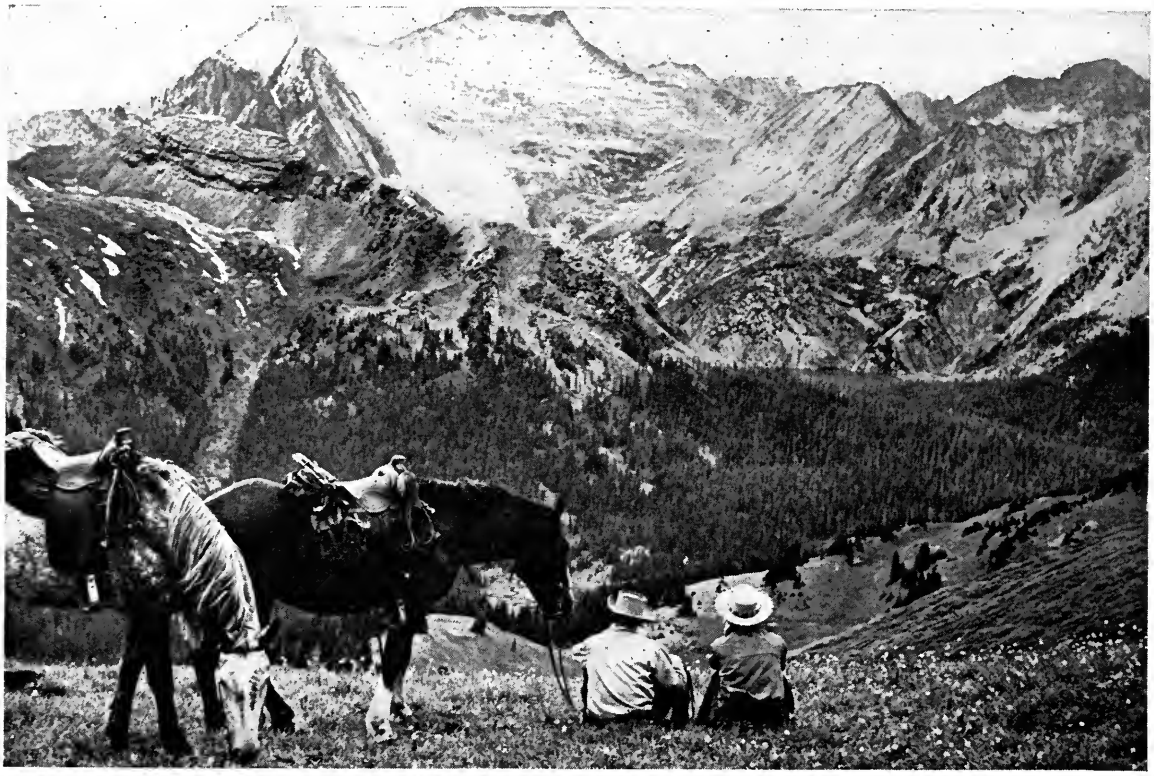
The Denver Convention and Visitors Bureau, 225 West Colfax, Denver, will be happy to help visitors plan trips or furnish them with brochures and information. They extend the famous western hospitality for which Colorado is noted.

Championship QUALITY

PROVEN BY Performance

Both Golf Club and Bat Catalogs in full color will be sent on request.
Louisville GRAND SLAM Golf Clubs
Sold by Sporting Goods Dealers
Power Bilt GOLF CLUBS
Sold in Pro Shops only
Choice of the Champions in Baseball and Softball
LOUISVILLE SLUGGER
HILLERICH & BRADSBY CO.
LOUISVILLE, KY.
HILLERICH & BRADSBY CO.
Louisville, Kentucky

Denver Mountain Parks System



IN THE HIGH COUNTRY. Mountain ranges and snow-capped peaks of Colorado offer a never-to-be-forgotten experience. Riders rest at top of Buckskin Pass. In the background you can see Snowmass Peak, 14,077 feet high. The state flower is the mountain columbine.

J. Earl Schlupp

DENVER IS the only American municipality which has mountain parks that it can call its own. Its famed and unique mountain parks system should be of special interest to recreation and park leaders not only for its beauty but because it illustrates a triumph of perseverance on the part of forward-looking municipal and civic leaders. Embracing a wide variety of scenery—foothills, peak-to-plain views, canyons and open valleys, lakes, alpine meadows, creeks, woodland and wild flower areas—it is the delight of natives, adopted sons and daughters, and tourists. But the obstacles that had to be overcome in the establishment of such diversified rest and recreation facilities proved almost insurmountable to the "dreamers" of forty years ago. Fortunately, those leaders refused to be overawed by opposition, and this generation is reaping the benefits of their farsightedness.

The chain of parks was first proposed by Mayor Robert W. Spear in an address May 24, 1909, at the twenty-fifth anniversary banquet of the Denver Chamber of Commerce. Less than a year later, on February 21, 1910, he again urged creation of the park system, together with a roadway up Mount Evans, before a meeting of the Denver YWCA.

After Mayor Spear had planted the seed, the city's business and industrial organizations assumed the responsibility for nurturing the plant to full growth. In early 1911, the Chamber of Commerce, Denver Real Estate Exchange, and the Denver Motor Club, acting independently, began studies of possible mountain recreation areas. These groups finally united to form the Mountain Parks Committee of the Commercial Bodies with but one purpose: to establish the mountain playground we enjoy today. They had no precedent to follow. The idea was unique—and still is.

By dint of much hard work, the battle was won in 1912 and 1913 by convincing:

1. The people of Denver to approve a charter amendment authorizing the city to act.
2. The state legislature to pass an enabling act.
3. Congress to make the land available.

The first money for the project, secured through a levy of one-half mill on all Denver property, became available in 1913.

One year later, an Act of Congress permitted Denver to purchase 7,047 acres of public land at a cost of $1.25 an acre. The first great construction achievement was the completion, in 1913, of the famed Lariat Trail up Lookout Mountain. From then on for the next four years the parks and their system of roads expanded rapidly. Lookout Mountain was connected with Bergen Park and a highway snaked its way up Bear Creek Canyon to Evergreen. During this period the mountain parks committee was officially in charge of the park development and continued active, unofficially,

J. EARL SCHLUPP *is the director of recreation in Denver.*

for many more years.

The mountain parks system is now a major responsibility of the Denver Department of Improvements and Parks and covers 13,448 acres, or twenty-one square miles, scattered over an area of 380 square miles. The chain begins fifteen miles west of Denver at an elevation of 5,681 feet and rises to Summit Lake, 12,740 feet above sea level and sixty miles west of the city. Included are twenty-seven named parks, totaling 8,632 acres and ranging in size from a fraction of an acre to sprawling Genesee Mountain Park, which boasts an 8,274-foot peak in the middle of its 2,341 acres.

Twenty-four unnamed wilderness areas cover additional thousands of acres—territory in which there are twenty mountain tops—forfeited by homesteaders and granted by the federal government to the city.

Delegates to the National Recreation Congress will be interested to know that nearly all of the named parks are accessible by major highways—U.S. 6, 40, and 285, and Colorado 74. Using these routes interchangeably and in combination with interesting roads, the imaginative motorist can outline more than fifty one-day trips from the city.

The park area is serviced by seventy-six miles of secondary roads maintained in the past and policed cooperatively by Jefferson, Clear Creek, and Denver Counties, the state highway department, and the U.S. Bureau of Public Roads.

Recreational facilities of the parks system are as varied as their surroundings. Play and picnic areas abound. Opportunities for hiking and rock climbing are unlimited. The angler can fish for mountain trout in season.

Buffalo and elk graze over 1,000 acres of fenced land at Daniels Park and in the 640-acre enclosure at Genesee Park.

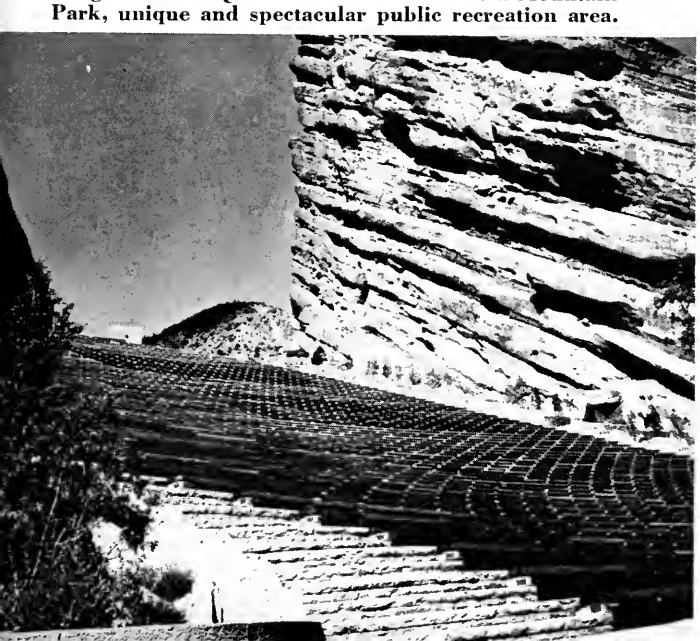
Perhaps the most surprising feature to the sports-minded tourist is the Denver Municipal Mountain Parks Golf Course at Evergreen. Amid rare and breath-taking scenery in the rarified air of 7,000-foot elevation, the city maintains an eighteen-hole, sand-green course that offers an unusual challenge to the golfer.

Another magnetic attraction for visitors, and one deeply appreciated by thousands of Coloradoans, is the spectacular Red Rocks Park with its magnificent open-air theatre. Summer concerts under the stars, a famed Easter sunrise service, and other attractions with wide appeal make Red Rocks a mecca for those who appreciate the spectacular in natural surroundings. A Congress outing has been planned at this spot.

Other favorites are Buffalo Bill's grave on Lookout Mountain, and Summit Lake—a beautiful way point on the drive to the top of Mount Evans, the nation's highest motorway.

Denver and Colorado are truly blest with one of the world's rarest assets in this mountain parks system, which stands today as a monument to the ingenuity and foresight of the city's pre-World War I citizens. By the same token, the well-cared-for parks reflect a genuine appreciation of those early-day efforts by present and past city officials who have carefully nurtured and brought to fullfilment the dream of the trail blazers. ●

THEATRE OF THE RED ROCKS. This amphitheatre is twelve miles west of Denver, seats ten thousand. The Congress Bar-B-Q will be held in Red Rocks Mountain Park, unique and spectacular public recreation area.



In Colorado you don't need to worry about how to get to the hills or how to get over them. The state's main east-west highways cross from one to three mountain ranges, and side roads will lead you to virtually every area in the state. The main routes are through high-walled canyons, across expansive valley areas, and over rugged mountains. Several roads provide access to altitudes offering vistas of cloud-swathed, snowcapped mountains.

LARIAT TRAIL. This trail up Lookout Mountain, where Buffalo Bill is buried, was the first great construction achievement, in 1913, of the first mountain parks committee. Since then expansion has been rapid.

Recreation Education

***Two different aspects* of a subject which has great import for the recreation profession. Critical comment will be welcomed by the authors, and is invited by RECREATION magazine for publication on our Letters page.**

An Interpretation

Harlan G. Metcalf

To recreationists who for a number of years have been concerned with thinking through the philosophy, the school-community relationships, and the definition of recreation, the change came as no surprise when the National Association for Health, Physical Education, and Recreation recently changed the title of one of its divisions from the division of recreation, to the division of recreation education. It did, however, cause considerable surprise and confusion in the ranks of those professional people in the closely related areas of health education and physical education, and even among some professional recreation workers who have had little occasion to consider the possible contributions and relationships of recreation to the school program. Furthermore, at the present time the term "recreation education" is quite meaningless to professional groups, outside of those already mentioned, and to the public and press generally.

Recreation education is education for the worthy use of leisure. It pertains to all the learning experiences of people which contribute to their development of interests, knowledges, attitudes, skills, and practices for increasing the enjoyment and enrichment of living.

"The worthy use of leisure" has been consistently listed by educators as one of the seven cardinal principles of education. Some educators list the same objective as "recreative adjustment," or adjustment to leisure. In too many school systems, this objective is taken for granted or not taken seriously. It apparently is assumed that the school needs to make no special effort in helping people to achieve it. The assumption is as false as the assumption that a teacher can achieve the educational objective, "command of the fundamental processes," without the effort to teach reading, writing, and arithmetic.

If the profession of education is sincere in stating its cardinal objectives, then it must begin immediately to educate for leisure time—the process of *recreation education*. From the standpoint of society, this process calls for institutional (school, home, agency, community) organization and leadership.

Most people have a fair idea of what is meant by recreation or at least feel that they do. For purposes of this article, "Recreation is what you do because you want to when you have spare time to do what you want to do." This might be good or bad, according to whether your recreation education is good or bad. In other words, do you have good leadership which uses good methods in teaching wholesome attitudes, skills, and practices leading into lifetime leisure activities?

Recreation from society's standpoint places a big premium on well-trained leadership. Some of our commercial recreation is definitely bad, or not particularly good. Also, we all know that

Human beings choose to do what they can do well. Adequate recreation education should be provided for children throughout the school years.

HARLAN C. METCALF *is chairman of the department of recreation education at State Teachers College, Cortland, N. Y.*

many of the best recreations in life are as free as the air we breathe.

For many people to get the most out of recreation, however—even those activities that are free—a high quality of recreation education needs to be provided. This might be available in the home through parents and relatives. In fact, in the days before the industrial revolution, parents and relatives gave much of this leadership. Today, however, with both parents frequently working and young people spending less time in the home, society is faced with the problem of providing both good recreation and good education for recreation; and the school will be found to have the best opportunity to give recreation education.

Human beings choose to do or continue doing the activities they have found they can do well, and they shun activities which they do poorly, or those in which they fear they will fail. Hence, people hesitate to try new recreation in their spare time but rather tend to drift into commercial amusement centers, or even into vice or delinquent activities. Only good recreation education methods of well-trained recreation educators can hope to compete with the attraction of commercial recreation, and it is "touch and go" as to which will win.

The only sure way is to provide adequate recreation education for the early elementary grades and throughout school years, and to "sew up" their interests in wholesome activities by teaching these recreation skills so well that, when these youngsters have some leisure time, they will choose the good activities which they have been taught. The great task of recreation education is no less than that of raising the level of the interests and wants of people. The task of recreation administration is to provide opportunities, with leadership, equipment, and space—and a specific time for all people to engage in such activities as they choose.

Recreation from the individual's standpoint is potentially as broad as the interests of mankind. Recreation for one person might be work or quite distasteful activity to another. The same person may have a great many different interests or few. There is no *one most important* recreation. All true recreations are *most important* to the individuals choosing them.

Some people wonder about the educational value of recreation. Of course, any activity in which one consciously engages results in education—be it good or bad according to social standards.

Adult Education

Thirty to fifty per cent of all courses taught in adult education the country over could be easily identified by laymen as being recreational in content, just from the titles used. Adult education courses, strictly speaking, are *all* recreation courses for they represent what adults do because they want to when they have spare time to do what they want to do. In a real sense adult education *is* recreation education for adults.

Every subject taught in our schools, from kindergarten through college years, has a rich vein of golden recreation possibilities. The modern conscientious teacher who takes seriously the educational objective, "worthy use of leisure time," will enthusiastically dig for this gold with recreation education as the tool. He will do this because recreation is a fundamental necessity for human life. In Henry Cabot's book, *What Men Live By*,* he says that men live by "work, play, love, and worship." He considers play, which is the same as adult recreation, one of the four basic essentials for human living. Play also has been referred to as "the life of the child."

"It is of the utmost importance that we establish, not for the few but for all, a reasonable program of physical activity and that we develop in the school both the philosophy and the activities which will be useful in the years beyond the school. You can exert a steady pressure toward a more rational curriculum built around the needs of life—the need for an increased devotion to the fine arts of music, drama, human relationships, gardening, and architecture. These are the materials with which we shall build our civilization." — JOY ELMER MORGAN.

Recreation is increasingly more important and essential to people. Consider the shorter hours of work, the miracle drugs that have literally added many years to the life expectancy of people. More persons will retire from work with more years of leisure. The speed of transportation and the time-saving household gadgets add to our quota of leisure time.

* * *

Good recreation also is a well-known approach to the prevention of juvenile delinquency. Psychiatrists agree that wholesome recreation for all people is necessary if sanity is to be maintained in a world with so much tension and frustration.

Recreation, then, is tremendously important in modern life. But, recreation skills have to be learned; therefore, recreation skills must be taught. Recreation education should be given major emphasis in the schools, since they have the best opportunity to do it.

The recreation of an individual increases in satisfaction through participation, as the skill of the individual approaches mastery in the highest levels.

Dr. Jay B. Nash in his descriptive chart of the use of leisure time,** shows a triangle representing constructive or positive uses of leisure time, and directly underneath and touching the triangle, a rectangle representing negative uses of leisure. The common line separating the triangle and rectangle is the zero line between good and bad. Below the line is delinquency leading to definite crime. Above the line, from its base up to the apex of the triangle, are identified four quality levels of use of leisure time or recreation. The lowest level of this is amusement, or killing time in any way to relieve monotony. The second level is entertainment, or *emotional* participation. The third level is *active* participation: playing football, painting, singing a song. The highest level, at the apex, is *creative* participation: the author of the book, the writer of the play, the choreographer of the dance, or the executer of a winning football play.

Probably most people cannot enjoy particular activities as recreation to the point of choosing to do these activities in their spare time because they want to, unless their recreation education in these activities has progressed well up into the participatory levels. One could feel more confident of their continuing

* Published by Houghton Mifflin Company, Boston, Massachusetts. Out-of-print.

** Nash, Jay B. *The Philosophy of Recreation and Leisure*, Mosby & Co., 1953. Price $3.50.

the activity as a life-time recreation if they participated in this activity on the creative level. For example, it takes lots of practice, improvement, and success in hitting the target before a would-be archer experiences enough satisfaction to make archery a life-time hobby. However, if he, in addition, tastes the enduring satisfaction of designing and making his own bows and arrows on the creative level, he may become an ardent archer for the rest of his life. The same creative satisfaction is, of course, available in many other activities.

Today there is greater emphasis on originality and creativity, which is a most hopeful sign. There are, however, two different points of view. One holds that you cannot be a creative artist in the dance or in music if you have not mastered the ABC's of dance or music fundamentals. This again illustrates the need for recreation education toward the achievement of mastery in the activity. The other point of view suggests that sparks of creativity can be noted in very young children, in kindergarten and the grades, and these sparks should be recognized and fanned into flame on all occasions in order to assist creativity to its highest possible development. Let the child gain satisfaction from doing his own original thinking, using his own imagination, suggesting new ways of doing things. These are the sparks of creativity which the good recreation educator will welcome and stimulate.

Recreation education should teach wholesome activities so well that people will choose to do them when they have spare time to do what they want to do.

Recreation education requires a higher standard of leadership than is necessary in a classroom in which children come because they have to come. Where good recreation education is present, people are there because they want to be there.

Too much of the emphasis in the education of the past has suggested that the major concern in teaching was for vocational efficiency or earning a living. The major concern of recreation education is helping people to live lives with increasing richness and enjoyment. What does it profit a person to have earned a living if he does not know how to live a life?

Education is beginning to recognize the importance of recreation. The schools should cooperate in every possible way with public recreation departments and other community agencies in fostering adequate, good recreation for all. ●

Its Present Status and Future Direction

Charles K. Brightbill

It would be difficult, indeed, to sensibly discuss where we are at present in recreation education and where we are going without examining, at least briefly, the place and development of recreation in contemporary society.

If we look closely, despite the noticeable shift from a domestic to a technological and, now, an atomic economy, we see that our people are not so surprisingly different from what they have been down through the decades. People still seek good health, better homes, more education, a decent standard of living, and an abundant life.

The answers to our many social and potential problems remain to confound us. Nuclear physics has not resolved our differences in political ideologies, and jet propulsion has brought us no closer to God. Hydrogen has not brought with it happiness, and our unsurpassed production has not yet given us peace of mind! What is it then for which we strive? Could it be in part an eternal desire to live zestfully and abundantly?

No matter how one looks at the picture, it is inevitable that people will have more and still more leisure. The question is: will this leisure become an asset or a liability? Will it be used in a way which will contribute to the deterioration of character, or will it be used for personal growth and development and the enhancement of our general well-being? What does *recreation education* have to offer?

First let us look at the modern concept of recreation. Recreation is today every bit as important in the lives of people as are education, health, and welfare, in their best sense. In fact, these areas of activity are no longer completely independent of recreation, and one may wonder if they ever have been. Recreation is not hemmed in by organizational, geographical, or institutional boundary lines. It is the exclusive domain of no single individual, group, interest, agency, institution, or nationality. It is not a luxury, but a necessity. It need not hang on to the coattails of physical education, social group work, or a campaign to cure civic ills. It is a safety zone for everyone, an opportunity for all. Recreation is best understood when looked upon as a channel for free-time opportunities which lead to socially acceptable, productive pursuits for self-discovery and self-expression —the net results of which are personality growth and development.

Organized recreation is a product of the twentieth century, growing out of the urbanization of the population and the advance of industrial technology and medical science. Since the turn of the century, the growth of organized recreation in the United States has become sensational; since World War II, its advance has been phenomenal. Overlooking the countless thousands of recreation and avocation activities which Americans pursue "on their own," dozens of new, local, tax-supported recreation systems are established each year. Recreation boards and commissions, school boards, and park departments offering many kinds of public recreation services are springing up like mushrooms after an April shower.

The well-known school district is finding its counterpart in the newer recreation and/or park district. No less than forty-one per cent of all the money raised by community chests in the United States is being spent by voluntary agencies engaged in recreation. Last year the *Wall Street Journal* estimated that management alone spends almost a half-billion dollars a year on recreation, and this does not take into

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From address given at State University of New York Teachers College, March '54. Dr. Charles Brightbill *is professor of recreation at the University of Illinois.*

account what the labor unions are doing. The field of hospital recreation, particularly in neuropsychiatric institutions and children's hospitals, is the fastest growing of all of the specialized recreation settings. The states, too, are undertaking new roles in recreation—and so the story goes.

The colleges and universities are developing fine, well-planned and executed curriculums for the preparation of recreation personnel, both in the undergraduate and graduate years. According to a study in June 1954, there were available from four to seven recreation positions for each qualified person graduating with a recreation major. Only now is the curtain going up on recreation opportunities in the international and commercial recreation fields.

This is the cross-roads at which we stand to look at recreation education. As we examine its present status and try to determine the direction in which it is going, or should go, we shall do well to keep a number of points in mind:

1. Recreation education has two purposes to serve: to help prepare competent, resourceful and imaginative leadership which can provide the professional direction necessary in this vital public service; and to help make available recreation experiences for everyone so that he, with or without assistance, may find enjoyable and satisfying use of his leisure. In the second of these, the size of the constituency to be served, which is "everyone," is a load which the entire structure of education must undertake to support. It is a job in which educational institutions from the kindergarten up will have to have the help of the home, the church, and the community.

2. Recreation education, like the organized recreation movement, is young. It possesses both the liabilities and the assets of the adolescent. It has energy, enthusiasm, and a sparkling vitality, but lacks maturity, experience, and the other virtues which come with age; however, by the same token, it is not shackled by wornout traditions and dogmatic principles. It is in its "impressionable years," but there is nothing save glorious opportunity ahead.

3. Interrelated as recreation education is to the areas of physical education, health education, and other forms of specialized education, it has at the same time differences from these fields. For those who are responsible for the development of educational opportunities on any front, it would be well to accept, as quickly as possible, the principle that recreation is an identifiable, distinguishable profession in its own right. It has its own history—short as it is—its own methods and techniques, its own opportunities, and objectives which are comparable with the finest concepts of American democracy.

4. Finally, we should remember that because recreation is, by its nature, as broad, as penetrating, and as universal as life itself, the process of educating for recreation inevitably must be adapted to the changing times, the changing concepts, and changing needs which so vividly characterize the position of recreation in the world today.

The last of these points might well remind us that recreation education has no quarrel with the so-called general education program. If it is the purpose of general education to teach ways of democratic living, to understand the world and life about us, to attain health and emotional stability, to understand and enjoy the arts, to develop constructive skills and to stimulate intellectual, personal, and social growth, then that is exactly what recreation education is attempting—and this in a laboratory of living which not only allows but even generates personal enjoyment.

If general education seeks to discipline the imagination through exposure to the humanities—literature, music, art, and the like, then no recreation education curriculum worth its salt is found without such requisites.

If general education recognizes that minds which go to school are accompanied by bodies, and that both the physical and mental qualities combine to make the whole man, then I say that recreation education has long since put this principle to work.

If general education demands a foundation in the physical and biological sciences, with even more emphasis upon social studies, then recreation education is well on the way to accomplishing the former's purposes.

To add to recreation education, preparation in learning how to discover and meet the off-job needs of people is not to rob it of its general education qualities, but rather to give color, zest and punch to what, for too many human beings, has been a drab and dull existence. Recreation education is one good answer to the harassed educator who is accused of placing too much emphasis upon "learning how to make a living" rather than upon "learning how to live." Recreation education accepts the belief that liberal learning in itself increases the joy of living for people. We know that it makes for a better leader in a profession which involves wide social, economic, and ethical considerations.

Let not anyone get the impression, however, that the way to develop a good curriculum in recreation education is to go from department to department on a college campus with a basket on the arm, placing in it a course from here and a course from there and calling the net results a recreation curriculum. The principle of mobilizing and using total collegiate resources for recreation training is a sound one, but the matter of orienting, of gearing, and of relating such resources to the needs of recreation education is of paramount importance.

A tests-and-measurements course in physical education and health education does not become an adequate course in recreation tests and measurements merely by tacking on to the course title the word "recreation." Indeed, a good course in general statistics might better serve the purpose. The progress of recreation education can too easily flounder on the rocks of misunderstandings and just plain lack of knowledge of how and where the emphasis should be placed on recreation subjects in contrast to the conventional and traditional

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"State as well as local boards of education must conceive of education in broader terms than perhaps have been written on the statute books as yet. Meaningful living for adults as well as children of today can come only when the community makes provision therefore. Leisure activities are educational activities if they are at all significant. There is no such thing as a leisure activity without educational import. Broadening the social, vocational, and avocational interests is a function of the school."—N. L. ENGELHARDT.

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approaches to allied fields.

Colleges and universities, if they are to make sound plans for the preparation of recreation personnel, must gear their resources to the problems and needs of placement. Nobody really knows at the moment actually how many recreation jobs are available in the country and how many job opportunities there will be within the next five or ten years. Present employment estimates currently range from 7,000 to 15,000 full-time, year-round leaders in public recreation, 20,000 to 30,000 full-time positions in both public and private agencies, and upwards of 50,000 workers on a part-time or seasonal basis. We know that there is about a sixteen-per-cent turnover in the professional field of recreation each year. In any event, it is certain that the needs and demands for trained recreation personnel have exceeded the supply by far for the last several years, and there is no indication that the gap between supply and demand is being closed. The movement now, and within the predictable future, increases at a far faster pace than the rate at which trained personnel is made available.

Although the salaries of recreation personnel are still generally far too low, more and more communities, and an increasing number of agencies and organizations, are willing to pay well for the right person. There are a lot of jobs available for beginners for around $4,000; and for others, a good number in the $5,000 to $10,000 range, and some above that. Moreover, there are attractions for students who need financial help in getting their education in recreation. There are the usual number of scholarships and more and more graduate assistantships and fellowships available in recreation. Upon receiving the bachelor's degree, internships are available with pay in public recreation and at institutions training hospital recreation personnel.

The more important a training program becomes, the greater the burden it imposes upon those responsible for planning and executing it. There are probably upwards of sixty institutions of higher learning where major curriculums are offered for the bachelor's degree in recreation, or where such programs are soon to be established. Scores more offer some kind of recreation courses. Graduate recreation degrees are also obtainable at some institutions.

As in the case in other specialized areas of education, the quality of these programs, of course, varies from A to Z. As set forth in the Jackson's Mill report, if properly conceived, these undergraduate programs should prepare personnel to plan and carry out recreation programs and services, develop a recreation philosophy and an ability to interpret it to others, focus attention upon and sharpen desirable personal qualities essential to recreation leaders, provide experiences which develop competencies relating to recreation leadership, and develop an appreciation of the dignity of the recreation profession. Such training will, of course, provide extensive opportunity for field experience as well as classroom learning.

The problems of selecting, recruiting, and placing of personnel are responsibilities which fall upon the shoulders of both the training institutions *and* the consumer agency. Indeed, the two should be in partnership all along the way, including the planning and development of the curriculum. It is extremely important that the program be broadly based and broadly executed.

"I cannot see any other way to build the foundations of a democratic culture except by the constructive educational systems which must include thoroughgoing use of leisure-time."—EDUARD C. LINDEMAN.

The graduate program should provide the opportunity for the student to: (1) acquire a breadth and depth of knowledge; (2) prepare for the setting in which he expects to work, such as government, education, hospital recreation, industrial education, and the like; (3) pursue a functional speciality if he desires, such as sports, drama, music, camping, and so on; (4) think through critically the basic philosophical and scientific implications of recreation and leisure; (5) learn how to determine, provide, and evaluate recreation needs; (6) sharpen administrative skills; and (7) be subject to the discipline of research.

Both the undergraduate and the graduate programs can succeed only if the resources of all available departments on the campus which have something to offer are active partners in it. Anything less than such broad approach belies the endless and unusual nature of recreation itself. Such cooperation does not mean, however, that recreation education, because so many have an interest and stake in it, need not have a clear identity in the college structure. It must have a home and a clear place in the line or organization.

We hope that recreation education will not remain static as too many professional curriculums have done. There are some immediate problems to be faced, among them the matters of accreditation, proper identification of recreation personnel, and the development of a sound research program based upon intelligent and objective study.

Recreation education, as we know it now, is at the beginning of a new era—not only a new era in the affairs of man, but also a new era in the world of education. The day will come when its own resources and energies, as well as those of its fellow collegiate departments, will be centered upon the *whole* population in an effort to help everyone make life a little happier, a little more zestful, and a little more abundant. This will take a lot of doing, but, then, so does everything else that is really important to humanity. ●

U. N. Day Is Almost Here

October 24 is the date officially designated as United Nations Day. This year nation-wide observance will mark the tenth anniversary of that international organization. Last spring an appeal was made to all state and territorial governors, and to all mayors of towns and cities of more than 2500 population, to appoint state and local UN anniversary committees.

You, as a community recreation leader may be serving on one of these. If not, it is not too late for you to take the lead in getting something started in your own town. Send to United States Committee for the U. N., 816 Twenty-first Street, N.W., Washington, D. C., for the *1955 Leaders Guide for Individual and Community Action*, and for a *U. N. Tenth Anniversary Program Kit* to help you.

Recreation as a Profession in the Southern Region

A. E. Weatherford II

A Review

One of the most comprehensive fact-finding investigations of the field of recreation of all times resulted when the National Recreation Association and the Southern Regional Education Board joined hands and completed a two-year study, recently published, *Recreation as a Profession in the Southern Region.** This is a vast region, marked by increasing change in a land on which reside approximately 45,000,000 people who represent about twenty-nine per cent of the total population of the United States.

More than one hundred persons in the field of recreation and education participated in the study. This investigation stands unequalled in its comprehensiveness and statistical approach in revealing objectively the vital resources, the status of personnel, and the urgent needs in the field of recreation in the southern region. The study is a contribution and a monument to recreation as a rapidly growing field which is developing into a worthy profession and meeting and serving our nation's cultural needs basic to human life.

It answers adequately many long-standing questions dealing with recreation in the South. Some of the significant ones are:

1. What is the status of organized recreation in the South? What is its significance? Is it expanding?
2. What are southern recreation workers like?
3. What are the educational needs of the profession?
4. What are the educational opportunities in recreation provided by the colleges and universities of the South?
5. Are the educational opportunities sufficient to meet the educational needs? If not, what are the deficiencies?
6. What solutions to problems defined by the study are recommended?

It reveals an accurate picture of the status of recreation among people who represent little less than one-third of the population of the United States. Nowhere else throughout the pages of history may there be found such a story of recreation, of the people, and of their land. It has taken a little less than a half-century to achieve this goal.

In order to obtain a representative sample of the population, to penetrate various segments of the field, and to identify significant aspects of the problem, the study was restricted to fourteen states, which are members of the Southern Governors' Conference, and the District of Columbia. The *Upper South* consisted of Kentucky, Maryland, North Carolina, Tennessee, Virginia, and the District of Columbia. States included in the *Deep South* were Alabama, Florida, Georgia, Mississippi, and South Carolina. The *Southwest* was restricted to Arkansas, Louisiana, Oklahoma, Texas.

Data was obtained from the three geographic areas by means of a revised questionnaire sent to agencies and another to personnel, together with twenty-three transmittal letters which revealed (1) the lack of historical records, (2) the lack of information as to racial characteristics of employees, and (3) questionable accuracy in the reporting of agencies of number of college graduates employed.

The ten major segments investigated in the southern region were (1) community recreation, (2) institutional recreation, (3) voluntary agencies, (4) on-post recreation for armed forces, (5) state and national parks, (6) state recreation services to localities, (7) church recreation, (8) rural recreation, (9) industrial recreation, (10) recreation education.

Among the many outstanding features of the investigation, a reader will long remember the way in which the questions are answered with clarity and conciseness. The findings in the study are valid and the conclusions are sound.

Community recreation develops with the growth of cities in the southern region; therefore, the probability that recreation, as a profession, will expand is great.

For the most part, the typical recreation "worker" is a man who has attended a college or university within the state in which he is employed. He is married, has children, and is under forty. He has been in recreation no longer than five years. Only one out of fourteen of his colleagues with degrees majored in recreation.

College graduation with a major in recreation is now a desirable requirement for advancement in the field. Nevertheless, each of fourteen colleges and universities participating in this study are operating with approximately fifty per cent of its capacity enrollment in the recreation curriculums. In all, there are nineteen colleges and universities offering undergraduate recreation education leading toward degrees in the field; seven institutions offer graduate degrees, and five colleges sponsor recreation as a minor. Of the seven colleges and universities which offer graduate degrees in recreation, five are east of the Mississippi in the Upper South.

According to a conservative estimate, there will be 350 vacancies to be filled each year. To maintain the level of sixty per cent of college graduates, 210 of these would have to hold degrees.

Recommended steps to be taken to alter the present status of recreation in the southern region are:

1. Establish a region-wide recruitment program, greatly intensifying national efforts.
2. Expand the number of undergraduate curriculums on a regional plan if adequate support and faculty can be obtained.
3. Strengthen existing graduate and undergraduate programs.

All persons and agencies interested or engaged in recreation should purchase a copy of *Recreation as a Profession in the Southern Region.* The study adds one more link in the chain of developing a systematic body of information for a growing profession. ●

Dr. Weatherford *is chairman of the department of physical education and recreation at North Carolina College at Durham.*

* Available from the National Recreation Association, 8 West Eighth St., New York 11, New York. $3.75.

World Service Through Recreation

Thomas E. Rivers

THE INTERNATIONAL RECREATION SERVICE of the National Recreation Association is on the threshold of an era of expanding service, the benefits of which will be felt increasingly around the world.

Three years ago a quick exploratory trip in some thirteen countries,* with emphasis upon the Orient, made clear to us the tremendous opportunity for further development of the life-enriching program which in America we call "recreation."

Careful study of the potentialities revealed and an intensive period of work, with very limited funds, have resulted in a program designed to lay solid foundations for a world-wide recreation movement. We envision a development where leaders in all lands will be conscious of a bond of fellowship among those who know the power of freeing and nourishing the human spirit through creative use of leisure.

Let us not forget that now, of all times in the world's history, mankind's dream of freedom from soul-killing labor is nearer realization than ever before. Leisure for all is now an attainable goal. The use of this leisure for life enrichment is the purpose of the recreation movement.

The year 1955 has been a significant one in the progress made. In this issue of RECREATION it seems appropriate to describe briefly some of the more important projects that are in process and see them in relationship. More detailed descriptions will follow in forthcoming issues.

National Advisory Committe for the International Recreation Service

Listed on page 298 of this issue of RECREATION are the names of the members of the National Advisory Committee for the International Recreation Service. This broadly representative professional group of American recreation leaders is rendering a very helpful service to the international recreation movement. Not only in the planning of projects but in their implementation these men and women of world-wide vision are giving devoted service. The way in which their leadership is followed by the recreation leaders of the nation augurs well for America's contributions to international recreation.

Cooperative Community Recreation Project

The Cooperative Community Recreation Project proposed by the International Recreation Service to the U. S. Department of State is now definitely planned. The outstanding feature of the project was the magnificent response of the recreation departments and other agencies to our request for local hospitality for foreign visitors. Later a complete list of cities offering hospitality will be published.

High points of the plan:

- Some fifteen or twenty top-level adminstrative officials with park, recreation, adult education, or youth service responsibility will be brought to America from the free nations for a four-month period beginning June 1956.
- The State Department will provide transportation and maintenance for the group before they begin their service and observation in local communities.
- Local recreation departments, with the cooperation and backing of other community groups, will serve as hosts and provide board, room, and incidental expenses.
- Each grantee will visit six communities selected to meet his special interests and needs.
- Grantees will be given several weeks of intensive academic work in New York and Washington by the National Recreation School and will complete their stay in America by attending the International Recreation Congress in Philadelphia.

The International Recreation Service is deeply appreciative that the State Department has provided this opportunity for the recreation profession of America to share its knowledge and techniques and to exchange information and experience with recreation leaders of other lands.

Recreation is an important aspect of American life; and knowledge of what it means to us in our families, churches, industries, clubs, and communities will help foreign visitors to understand us better and help us to know and appreciate them more.

International Recreation Congress—1956

Plans for the International Recreation Congress in Philadelphia, September 30 to October 5, 1956, announced on page 209 of the May 1955 issue of RECREATION, are well under way.

An international advisory committee of world leaders under the chairmanship of the Honorable Herbert Hoover,

* See "A Global Look at Recreation," by T. E. Rivers, RECREATION, December 1952, January, February, and March 1953.

THOMAS E. RIVERS *is the executive secretary of the NRA International Recreation Service.*

former president of the United States, who served in a like capacity at the First International Recreation Congress held in 1932, is being formed. Program suggestions are being sought from recreation agencies in other countries. Philadelphia is making preparations for receiving the delegations expected from all parts of the world. This can and will be a great occasion for the gathering together of those who will exchange information and experience on the philosophy and techniques of recreation service for their people. Let me urge readers to make this congress known especially to recreation friends in other lands. This is a voluntary gathering of all who are interested—and all will be welcome. From Philadelphia the course of international recreation for the years ahead will be charted.

International Recreation Service Projects for Japan

We are proud to announce two International Recreation Service projects which we believe will have real significance for the recreation movement in Japan.

Following the visit of the author and Mrs. Rivers as guests of the National Recreation Association of Japan in 1952, a number of projects have been developed by that association. New leadership has been enlisted and plans have been laid for an enlarged service by the Japanese association to its local units.

A new executive director, Goichi Matsubara, has been selected to implement these plans. The International Recreation Service offered to sponsor an intensive training and observation period in the United States for him, and the offer has been accepted by the Japanese association. The State Department has agreed to bring Mr. Matsubara over under the exchange program. So, for a period of six months, the International Recreation Service, with the cooperation of national agencies and local recreation departments in America, will do all it can to make available to him ideas, information, and material about our recreation that will be helpful as he directs the development of recreation in Japan in the years ahead.

The second project for Japan grew out of our visit there. At that time we observed the phenomenal hold that folk dancing had on the Japanese people. It had literally swept through the entire nation. One of the greatest devotees was His Royal Highness Prince Mikasa, honorary president of the National Recreation Association of Japan. It was his desire, and that of many Japanese leaders, that a team of American folk dance specialists should come to Japan to put on demonstrations, train Japanese leaders, and generally help to enrich and broaden the whole program or folk dancing as a recreation activity for the Japanese people. They had heard and read about our leaders and specifically requested that we try to arrange for certain ones to visit Japan.

Now, after three years, this dream is to be realized. It is an excellent example of international cooperation. We proposed that the American leaders volunteer their time, that the Japanese association provide hospitality and all local arrangements in Japan, and that the U. S. Department of State provide transportation to and from Japan. This has been accepted by all concerned. Details are being worked out and Prince Mikasa's request to the International Recreation Service will be implemented when the team of specialists, comprised of Michael and Mary Ann Herman, Jane Farwell, and Ralph Page, arrives in Japan next spring.

Invitations to Europe and the Middle East

And now another new and challenging opportunity has opened up for our International Recreation Service. The National Playing Fields Association of England and the Central Council of Recreation invited the National Recreation Association to send a representative to their national meeting of local authorities in London in October as their guest. The board of directors of the National Recreation Association, in accepting the invitation, authorized the executive secretary of the International Recreation Service to go and, while abroad, to visit other countries in Europe and the Middle East in the interest of developing closer relations among recreation agencies of the world. The vote was conditional upon special funds being secured for the project. Contributions were promptly pledged by a few friends of the association and word was sent out of the proposed trip. It has been an inspiring experience to have such warm invitations and cordial offers of cooperation for this mission.

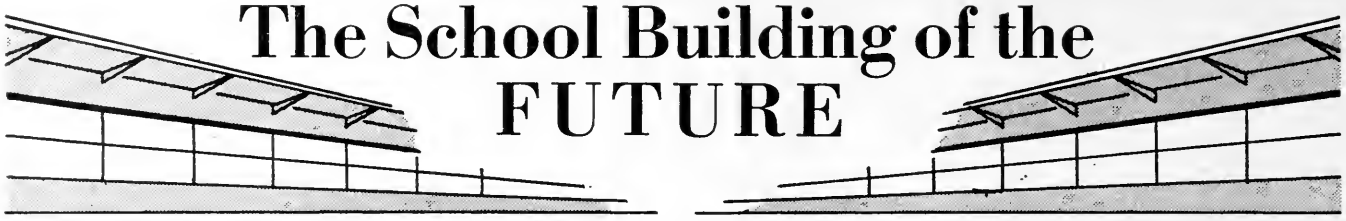
And so, in response to these messages of welcome from all over Europe and many of the great new nations of the Near East, the author and Mrs. Rivers will fly from New York early in September on our second international recreation mission.*

We are stirred and humble in the face of the great opportunity for service that lies ahead. But we go with confidence knowing that it continues the traditional spirit of working with other nations that has characterized the National Recreation Association since its beginning. We also know we take with us the backing and hopes of a large and strong body of professional recreation leaders and educators who want to be counted in the cause of peace, without which leisure cannot flourish nor the human spirit really be free.

*Countries to be Visited

Norway	England	France	Yugoslavia	Iran
Sweden	Germany	Spain	Italy	Iraq
Finland	Belgium	Switzerland	Greece	Jordon
Denmark	Holland	Austria	Turkey	Egypt

The School Building of the FUTURE



IN SPEAKING on the "Theory of School Design: The School Building in Its Context," at the Indiana and Midwest School Building Conference in 1954, Richard Neutra* says:

"The school of the future will greatly regain prestige and attractiveness in the eyes of children when the place and its activities are suffused by the pleasurable atmosphere of common participation of all age groups. Learning is no longer an isolated chore for defenseless children cloistered with their taskmasters. It may sound provocative to classroom persons and administrators, but ways may be found to deepen the educational impact of schools of all grades by demonstrating that they are not strictly the domain of the "under-aged" but are the heart of the neighborhood, intimately dear to grownups and full-fledged taxpayers.

"As in the days of pioneers and their homesteads, children may perhaps again come to share spaces and facilities with adults. In many cases they may proudly act side by side, helping to serve a common purpose together with the naturally admired adults. In past periods the young ones have profited from this, mentally and emotionally. Ultimately, there may be found a way to have craft shops for all—stables, sties, a sort of farmyard to engage in animal husbandry, a green nursery to practice garden craft. . . .

"Of course, small children will have their suitable play equipment and picture-book library wing. But the play fields, the library, the hall for physical education and square dances, as well as the cafeteria and the health center, may perhaps be developed as a good manifold investment for the multiple usage of all the age groups, mixed at times and segregated at other times. This means that the janitor's work multiplies.

"School planning for the future should not lose sight of the obviously fore-shadowed neighborhood centers which now are predicted as a certainty. Many-sided cooperation will be needed in an age of departmentalization, but the school board will and ought to have a leading position in such a development.

"All more intimate communal and recreational facilities of a neighborhood will naturally exfoliate from the school, the kindergarten, or the nursery, where mothers congregate to discuss diets in the demonstration kitchen or wearing apparel in the sewing room. . . .

"The assembly space, the auditorium, the band rehearsal room, and the exhibition hall where acoustical and visual appeals to the community will be in perpetual preparation by well-guided amateurs; the discussion club and playrooms, where all neighborhood issues will find their lively hatching place, may equally serve many purposes of adolescent and adult after-work activities.

"The entire plant of the future neighborhood center, with school facilities as its nucleus, used most hours of the day and all days of the year, may well be tested and proved by square-foot hours of full usage. This will serve as the livability index of the layout. It may greatly help toward a willingness to vote for bonds and funds. . . .

"Plenty of human charm and human scale will be needed. Wherever possible, a one-story layout with various green courts, lovely landscaped wind-sheltered patios, and connecting covered walks may prove more flexible for partial modifications and also more economical to construct than a fireproof, multi-story, voluminously boxed-together affair. . . .

"The physical structures of schools must further the trend to emphasize and permeate or reward cooperation rather than competition. . . . A coordinated muscular and sensory activity will call for flexible grouping of humans as well as of furniture, so as to adjust the educational environment to varied and frequent concerted efforts. A very gradual progress may be needed." ●

* Mr. Neutra is an internationally famous architect, housing expert, city planner, and author of *Survival Through Design*, a book of essays published by Oxford University Press, 1954. $5.50.

From *Indiana and Midwest School Building Planning Conference: Proceedings*, September and November 1954, published by the Division of Research and Field Services, Indiana University.

INVESTMENT

A wealthy man was in the garage one day with his small son, working on his car. The boy watched with interest.

"Papa!" he said at last. "You have to work hard on your car and that takes a lot of time. But you have to do these things yourself. The chauffeur couldn't do them?"

"That's right, Son," said his father, who at the moment was thinking of anything but his young son. "You see, this car is for me a very important investment. If I don't take care of it myself, it will quickly lose its value. No one will be as careful with it as I myself am. That makes it worth the time and effort it takes."

For a long time after that there was complete silence in the garage. Then a shy and rather sad little voice broke in, "Then aren't I an investment?" With a start, his father looked into the slightly moist eyes of his little son, "And why not, my boy?"

"Because you never have any time for me."

The car was finished before too long, and that evening the man put aside a book he was going to read because "everybody was reading it." He spent the entire evening playing with an overjoyed little boy. When the lad was in bed, he read him a fine story.—*Gemeindebote*, Vienna.

A Camp Comes to the Campus

Fred M. Coombs

The training of teachers and counselors in an actual camp situation.

THERE are 429 camps and 120,356 campers in Pennsylvania, according to Robert E. McBride's study, *Camping at the Mid-Century*, published by the American Camping Association in 1953. The placement service of the Pennsylvania State University has had over 1,500 requests for summer camp personnel during the spring semester of 1954. With such a demand for professional leaders in camp counseling and outdoor education, the recreation curriculum of the College of Physical Education and Athletics of the university assumed the responsibility for preparing professional personnel.

Under ideal conditions counselors and teachers of outdoor education should be trained in a bona fide organized camp which is in operation with campers present. However, this method is impossible in most places, including Penn State, as the university and the camps are not in operation at the same time, except during the summer session. Thus, recognizing the need for fewer lectures on camping in the classroom atmosphere and more exposure to the realities of camp environment, a "primitive camp" was constructed by students on campus.

It was developed in Hort Woods, the last remaining woodlot in this expanding state institution of approximately 12,000 students. Since no timber could be cut in Hort Woods, permission was secured from the College of Agriculture to cut saplings in the college farm woodlot, and then to transport them to the campus site. The central location of the camp, just in rear of the main library, gave the students an opportunity to use it frequently for reference and observation. The camp served to teach counselors and teachers the necessary skills for camping and outdoor living and to provide a place for practice of these skills. The area proved to be a model laboratory and a standing example of camping at its best.

The primitive camp demonstration area was a setting for camping programs based on certain living experiences in the out-of-doors. The structures, illustrated on the next pages, were not of a permanent nature so that the camp had a degree of mobility.

The shelter area featured a tepee which was decorated as

Totem pole added to the Indian atmosphere in harmony with other camp structures. Design was painted, protruding parts cut separately, glued on a cedar log.

Indians decorated their lodges, in the old days, with strange gods and magical animals. As a shelter, it proved not only colorful but satisfactory. Learning the proper method of erecting various other shelters—the forester, baker, covered wagon, lean-to, and explorer tents—was also included.

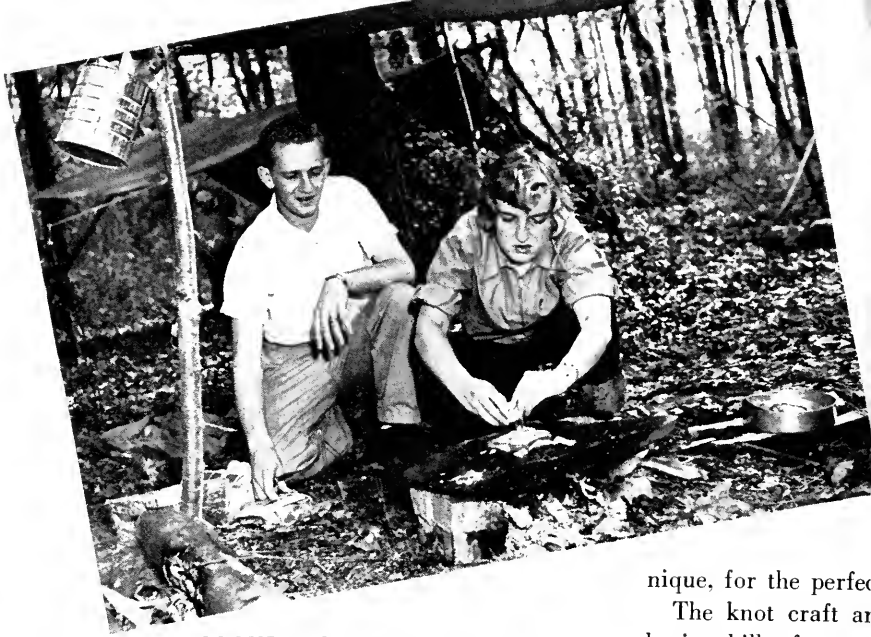
The outdoor kitchen represented an essential area in campcraft. Demonstrations were conducted of the methods of cooking food with a variety of fires. Other kitchen equipment which was constructed included cupboard for dishes, tincan craft, oriole cache, peeled-stick cache, and cupboard cache. Among additional cooking devices were camp cranes, pot hooks, Indian waugan-sticks,* Chippewa kitchens, tables and benches.

The ax yard included ax sharpening, chopping block, horizontal block for splitting and chopping, crotch-block for splitting, an untrimmed tree for practice of branching tech-

DR. COOMBS *is in charge of the recreation education curriculum, College of Physical Education and Athletics, Pennsylvania State University.*

* Waugan-sticks, wambecks, spygelias, sasters—call them what you will—are pot-hangers for holding a single pot. According to the Indians up in Maine they are chiplok-waugans or kitchiplok-waugans —which is where the name waugan-sticks came from.—F.M.C.

THE TEPEE. Painting figures of strange gods provided opportunities to study Indian lore. Tepee made colorful, satisfactory shelter. The course included ways of erecting other shelters.



COOKING ON A ROCK. How many students ever heard of cooking eggs this way? Many other interesting and instructive projects like this can be worked into need of providing food. Demonstrations included cooking food in log reflector fire, beanhole, hunter-trapper, and altar fire.

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The knot craft ar basic skills for cor Lashing was emphas of nails, spared livin was easy to dismantle

The pathfinding a compass, map readir an undeveloped secti A two-hundred-foot s and numbered poles for compass courses.

To complete the were signal tower, lib ture museum, buddy rack, and latrines.

The primitive camp resented a model lab of camp counselors a the course is educati learning is largely by simple and direct.

AX AND TOOL YARD. Demonstrations and practice in handling, sharpening, use and care of tools and ax opened up new avenues of activities for camp crafters as they put their new-found ability to use.

TAUT LINE HITCH. Practice in the basic skills included knoteraft, using knot- and hitch-tying posts and rails and demonstrations of lashings. This provided the skill necessary for the construction of camp equipment, a vital outdoors learning experience.

THE LASHING TA was stressed with types of methods: continuous. A rop discovered to be a de

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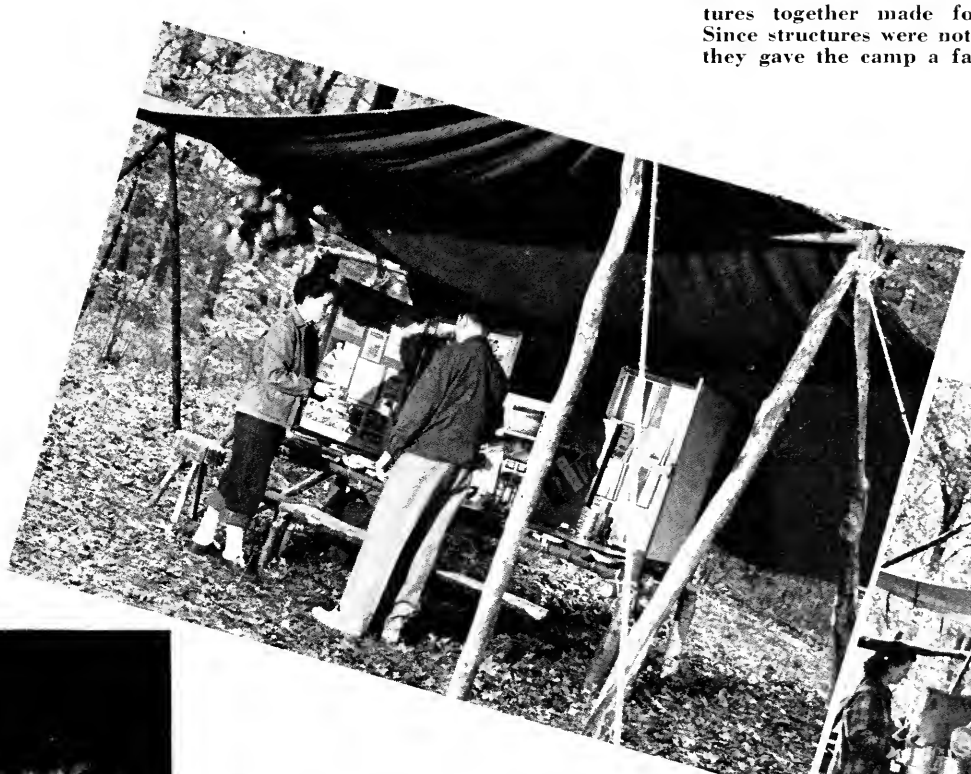
WEATHER STATION. This was constructed in simple but effective fashion. To help the forecaster in assembling the data for this important daily report, weathervane and flags, wet-and-dry bulb thermometer, clouds, charts, and aneroid barometer were used and carefully studied.

OBSERVATION TOWER. Lashing the structures together made for easier dismantling. Since structures were not permanent in nature, they gave the camp a fair degree of mobility.



CAMP LIBRARY. Charts, books and pamphlets, and other pertinent information, came into the open and were always near at hand for convenient reference and study. Area proved to be model laboratory.

THE OUTDOOR KITCHEN. Altar fire cooking is practiced here. Construction of kitchen equipment included tincraft, a cupboard for dishes. Among other cooking devices used in camp were pothooks and crane. Dining table is off to right.

Citizen Participation in SCHOOL BUILDING PLANNING

N. L. Engelhardt, Sr.

Model of San Francisco's Sunset Community Center. It is an outstanding example of what coordinated action for schools, parks and recreation, city planning can do. Wurster, Bernardi and Emmons, architects.

Recreation agencies can benefit from the experience of school authorities in enlisting citizen participation in the development of school building plans. Here, an outstanding educational consultant offers suggestions that can readily be applied to advantage in recreation planning.

LAY CITIZEN committees have, in the past few years, played an increasingly important part in assisting boards of education to plan their new school buildings. This is a most encouraging development. The movement represents a wholesome and significant growth in the democratic processes. Such committees, chosen as cross-sections of the communities' populations, have rendered effective service in the making of school building surveys, in analyses of their communities, in study of the curriculum, in the integration of school and recreation programs, and in organizing themselves for presentation of all the issues of a building campaign to their fellow citizens. Such lay participation has added to the success of programs which otherwise might have been defeated.

Integration of Public School Planning with Other Community Planning

Today, school buildings, like recreation facilities, cost more on any acceptable unit basis than ever before in our national history. There are limits to the amounts that communities can and probably should expend for the common good. Economy and reasonableness in such expenditures can come from comprehensive studies of the needs in all areas and the integration of subsequent planning. The best results are secured when certain principles are accepted as the bases for action. The following are suggested:

1. All planning will be in terms of a well-defined and approved community pattern.
2. All sections of the entire community will be accorded equal treatment in all areas of need.
3. Duplication in the provision of facilities and the expenditure of public monies will be avoided.
4. The underlying philosophies and aims of each separate community program will be made clearly known to all.
5. The legally constituted authorities for each public service will solicit lay participation in all steps from interpretation of needs to the conclusion of projects.

Underlying Theses of School Building Planning

The provision of educational facilities follows a rather well-defined process which is not unlike what should be followed in other branches of community activity. Here are some of these theses:

1. The strength of our nation rests upon local participation in setting up the underlying theses according to which public education should be advanced.
2. Planning a school should be based on a clearly defined philosophy of education. Citizens' groups, teacher groups, and the legally constituted boards of control with their administrative officers should be given their share of responsibility in defining such a philosophy.
3. The elevation of a community's status through complete utilization of the manifold resources of public education is a desirable objective to be considered as new school building plans are being drawn.
4. Any development of a school building, the need and location of which have not been fixed initially through the agency of a community school building survey, may become in the long run a wasteful and unnecessarily costly venture.

N. L. ENGELHARDT *is senior partner of Engelhardt, Engelhardt and Leggett, educational consultants, New York.*

5. The future as well as present success in school building development rests in increasingly greater degree, as communities grow, upon the adequacy of school sites. Wherever such sites can serve other needs, such as those of recreation, plans should be made accordingly.

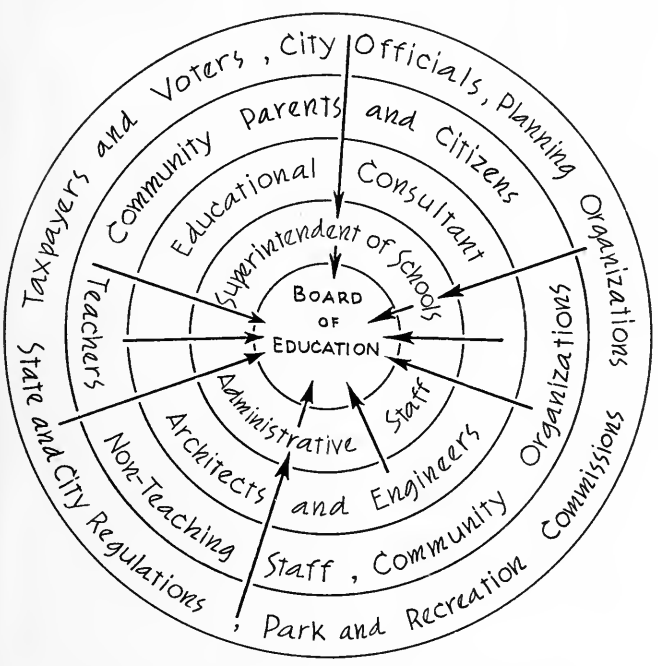
6. Schools should be thought of as community facilities in which adults and children may be equally served and the community desires in music, drama, and the creative arts, as well as recreation, may be satisfied.

7. A school building is not just another professional commission for planners. It comes from the toil and sweat of many. It represents human aspirations and faith in the oncoming generations. Here are bared the hopes of parents for their children and the high aims of the community.

8. Planning a school building is a cooperative enterprise. Teachers and citizens, architects and educators, parents, and even their children, participate through discussion and conference, present their ideas, learn the facts about costs, discover the whys and wherefores of decisions, and contribute to the dream which some day becomes a reality.

Participants in School Building Planning

In most areas of the country all school building decisions center in the board of education. In New England, school building committees, specially designated as such in town meetings, bear much of this responsibility. The accompanying circular chart illustrates the relationship of the board of education to all the other agencies or forces which may be expected to assist at one or more stages of the planning processes. Many communities have secured the best results and enjoyed the greatest satisfactions where experts and laymen shared experiences and worked harmoniously in the satisfaction of local needs.



At What Planning Stage Do Citizens Serve?

The answer to this question is "at each and every stage." Citizens at Lynbrook, Long Island, enjoyed participation in the initial survey and are serving in the provision of needed school facilities.

In Great Neck, Long Island, citizen and teacher committees assisted in acting on such problems as site determination, the professional program of educational and community requirements for new buildings, the issue covering swimming pools in the schools, and details of space planning in new structures.

In East Williston, Long Island, citizen committees aided significantly in planning the stage and its equipment, and in recommendations on the cafeteria of the new high school as well as in an advisory capacity on many other of the important phases of giving a community its first high school.

In San Francisco, California, the Sunset Community Center* is an outstanding example of what joint action within a city can produce. This center is a joint undertaking of the board of education, the recreation and park department, and the health department. Here forty-three acres are being shared by these three departments to realize the American dream of a community center serving the needs of all age-levels. Centrally located in a sea of homes is this site for the Sunset Community Center. The early foresight used in setting apart this area for the center has saved the community much money and made possible the rounding out of this community planning.

In Charlotte, North Carolina, coordination of planning with public and private large-scale housing authorities, with city planning, and with citizens' groups, has led to one of the outstanding over-all educational sets of school facilities to be found in the country.

In North Kansas City, Missouri, the foresight of the city fathers and the board of education in the advance selection of well-located sites for parks and schools, has resulted in economy and assuredly a better coordinated community.

In Somers, Connecticut, a small but growing residential center, the combined action of school committee and advisory citizens has brought purchase of, and wide satisfaction over, a one-hundred-acre site which protects education for decades ahead.

Citizen Organization

How best to organize citizens for action on school or other community projects is always a question. There is probably no one single pattern that fits all places. The chart to be followed locally is best prepared locally. To show a possible organization for a school building publicity campaign, the writer has set up a chart** indicating the wide range of possible enlistments into this type of community service. Similar types of organizations may well be charted for other community programs. The general basis for selection should be (a) competence in a special field, (b) willingness to work hard and long without monetary returns, (c) a cooperative attitude, and (d) a desire to grow intellectually as well as socially.

Such citizen participation as here discussed certainly results in better communities, better schools, better recreation opportunities, and better citizens in general. ●

* See RECREATION magazine, June 1953, page 167.

**See *School Building Handbook for School Boards, School Executives, and School Architects.* N. L. Engelhardt, Sr., N. L. Engelhardt, Jr., and Stanton Leggett (with collaborators). F. W. Dodge Corporation, 119 West 40th Street, New York 18, N. Y., 1955. (In press.)

WHAT is the Role of the School in RECREATION?

Milton A. Gabrielsen

ONE OF THE most significant developments in public school education in the United States has been the increasing attention given by school administrators to the problem of providing recreation opportunities and experiences for school-age children. In many instances, this interest has extended to the whole community in the form of of school-sponsored recreation programs for all ages.

For years, education has accepted as one of its objectives the need for educating people in the proper use of their leisure time. Yet, it is doubtful whether education generally has come close to the realization of this objective. Part of the fault lies with the failure of teachers of subject areas to recognize the potentials of their subjects as leisure-time activities. This situation could be improved by the introduction, at the teacher-training level, of courses interpreting the implications of leisure for education and by a careful analysis of each subject area to discover its potential contribution as a leisure-time activity.

Student interest has been a major motivation in the development of extracurricular programs in schools. This interest first gave rise to the varsity sports program, which was followed by student clubs in such interest areas as music, dramatics, art, foreign languages, science, history, sports. The intramural sports program followed, to round out the so-called "extracurricular" or "student activities" program. These activities, along with class dances, social activities, student publications, and lunch hour programs in reality make up the school recreation program — most commonly termed the "student activities" program. "Is this not adequate?" asks the school board. "If we offer more, we are just taking additional time away from the student's study and home responsibilities."

Many schools today are being pressured for greater use of their facilities by community agencies, such as the scouts, Little League, church groups, municipal recreation departments, and others. Some parents and students demand that schools provide more recreation opportunities for students after school and evenings.

In general, the arguments of the community for such student recreation services can be summed up as follows:

"Few community agencies, if any, conduct programs for teen-agers, particularly social activities in which they are really interested."

"The schools possess the best facilities in the community for recreation."

"We pay taxes in support of the schools; therefore, why should we not have greater use of the facilities which now stand idle in the late afternoon and evening?"

"Our teen-agers have no place to go which they can call their own; hence, they get in their hot rods and take off for the next town. We have to find something for them to do here in order to keep them from getting into trouble."

These are only a few of the external stimuli. The introduction of adult education into school programs has led to the concept of the "community-centered school" and the "community college." With the emergence of these programs, school boards and administrators are confronted with new problems. How should they react to these pressures? How should they determine their responsibilities for recreation? What is the school's role in these related areas?

In finding satisfactory answers to these and other questions, the school board must decide first whether or not it should expand its recreation program. In case the answer is "yes," it must determine what should be done and the best procedure for doing it. A detailed consideration of all the factors involved would require more space than is permitted for this article. However, certain procedures may be suggested, based on the experience of numerous school districts. The final decision on each question will of necessity rest with local school authorities. No rigid or infallible set of procedures is applicable to all communities.

One danger to avoid in initiating a school recreation program is duplication or overlapping with existing community programs. The school program should supplement, not duplicate, such programs.

Among the questions a school board needs to consider before it decides to expand its recreation program are the following:

What specifically is the need for additional recreation programs and opportunities for children in our community?

Local needs are best determined by a study of local conditions, such as:

DR. MILTON A. GABRIELSEN *is associate professor of education and coordinator of recreation and camping in the School of Education at New York University.*

1. Existing community programs serving school-age children (types of programs and numbers served).

2. Available recreation facilities in the community other than school facilities.

3. The incidence of juvenile delinquency, both police recorded and not involving police intervention.

4. An indication of the expressed desire of youth for recreation and their preferences for certain types of activities.

5. The attitude of the adult population, particularly parents, towards the needs of children for organized recreation programs.

The above information is best secured by a recreation advisory committee made up of faculty members, interested parents, and representatives of local recreation and youth-serving agencies. Various sub-committees should seek data relative to the above questions.*

What are the basic objectives of recreation and how compatible are they with the goals of education?

A comparison of the objectives of recreation and the goals of education will reveal that they are quite similar. Both are concerned with the development of the individual as well as of our democratic society. The essential difference appears in the method of accomplishment. Education is largely formal, while recreation involves freedom of choice with respect to both activities and participation. There are numerous sources which one may turn to for information on the objectives of education and recreation.

What is the school's legal authority to establish and operate a recreation program? What are the liability implications?

The school laws in most states permit local school districts to conduct recreation programs on school property. The extent of this legal jurisdiction must be determined by local school officials before they can proceed to establish a program. State departments of education are usually the best source of information on the interpretation of the law.

How can a school-sponsored recreation program be financed, and what is considered to be a normal operating budget?

No separate financing of recreation is necessary when the program involves only school-age youngsters, as the cost is considered a part of the school budget. Leadership cost should be a part of the instructional budget and the maintenance budget would undoubtedly be increased to provide additional service after school and evenings and to meet the added cost of utilities. Elements of a recreation budget are: leadership, maintenance of facilities and equipment, and, in some instances, transportation.

The amount of the annual budget depends on the extent and type of program and the number of leaders. A normal budget for a typical year-round program, exclusive of maintenance costs, could be established on the basis of $2.50 per school-age child. Thus, a district with a school population of 5,000 would have an annual budget of $12,500.

In case it has been determined that the school board is the best agency to serve a community's current recreation needs, the board must consider such questions as:

What kind of activities should make up the program?

In the selection of activities for the recreation program, the following criteria should be used:

1. Do activities stem from the interests of students?

2. Are they educationally sound and can they be conducted with a reasonable degree of safety?

3. Is there a close relationship between the regular school program and the recreation program?

4. Is proper leadership available to supervise activity?

There is hardly any limit to the type of activities which may be offered by the recreation program. Complete flexibility should prevail. Activities which are not well received should be discontinued. A general concept guiding program planners is that "recreation programs should provide a cafeteria of opportunities." When there is a chance for wide choice of activities, it can be assumed that the greatest number of youngsters will be served.

The lack of emphasis by school personnel on "carry over activities" definitely affects the type of recreation program to be conducted. Community recreation leaders are constantly confronted with either teaching fundamentals and then gradually progressing to informal play or abandoning many worthwhile activities. —Dr. Sal J. Prezioso, *Superintendent of Recreation, Scarsdale, New York, in an address, "The Physical Educator and Recreation Superintendent — Their Problems," before the southwestern zone meeting of the New York State Association for Health, Physical Education, and Recreation, New York, March 1955.*

How should the problem of grade, age, and sex differences be handled?

The activities should allow for the age differences of children. The program for elementary-age children should be more limited in scope than that planned with the junior-senior high school group. The recreation activities of young children should center more around the home than school. A Saturday program during the school year and a summer playground program are considered most appropriate for this age group. This does not imply that recreation activities should not be included during the school day, the lunch hour, and recess periods.

Junior and senior high school students will want to do some things together; however, because of the extreme variances in their maturity, strength, and interest, most activities are best conducted separately. Thus, dances and certain sports, because of their nature and level of skill, should be held separately for junior and senior high school youngsters. The operating policy should be flexible enough to provide for borderline cases.

Many activities should be coeducational; however, sport activities such as basketball, baseball, and weightlifting do not lend themselves to such participation.

During what time of the day should the program be in operation?

Normally, the recreation program is concentrated in the after-school period. The problem of traveling to and from the school at night, as well as the distance some students must travel, militates against an extensive evening program.

* The writer has copies of check lists and questionnaire forms which he will be glad to send to anyone desiring them.

At schools providing adult-education programs, which invariably are conducted at night, conflicts between the two programs are possible. Therefore, greatest emphasis of the recreation program should be on after-school, Friday night, and Saturday activities. Occasionally, an evening program during the week may be scheduled, particularly if the activity involves parents as well as youngsters. For example, a father-and-son night in the shop might prove to be extremely popular with both the dad and the youngster.

The summer playground program runs approximately two to three hours in the morning and two to three hours in the afternoon. Occasionally late afternoon and twilight activities for older youth are desirable. Where many boys between the ages of fourteen and seventeen are employed during the summer, the recreation program should accommodate these youngsters in the late afternoon or early evening.

What kind of leadership is necessary for administration, supervision, and instruction?

No program will succeed without effective leadership. Too many schools have looked upon the recreation program as something nice to give the coach or physical education director as a supplemental responsibility. No person can divide his interest and be equally effective in both areas. With the great variety of activities normally contained in the recreation program, such as music, dramatics, shop activities, nature activities, homemaking, and sports, the leadership selected to direct it should have a breadth of understanding of the inherent value of recreation, ability to plan, and skill in a variety of activities.

The amount of planning, the need for frequent visits to program areas, meetings with school officials, and the need for coordination of the use of school facilities makes the job of the recreation director a full-time responsibility. School systems possessing a student enrollment in excess of two thousand should probably have a qualified full-time director or coordinator of recreation. Part-time leadership for instruction and supervision should come from the school staff. However, it is folly to assume that, since a person is a vocational education expert he is automatically capable of contributing effectively to the recreation program. The specialist in a particular field needs guidance as to recreation objectives and desired outcomes. Thus, a recreation program carried on in the woodworking shop would differ greatly from the formal manual training program.

Recently, several state education departments have recognized the need for specialization in recreation and have created certification requirements for recreation leadership employed full time by local schools.

How can the proposed recreation program be coordinated with the regular school program in general and with the present extracurricular program in particular?

The multiple demands on both children and school facilities by the numerous out-of-school programs indicates the need for careful coordination. Responsibility for this coordination should be given to a school staff member to whom has been delegated authority to act for the best interests of both the children and community. This person might be the assistant superintendent of schools in a large system, or a coordinator for recreation, who devotes full time to the administration and supervision of all recreation activities conducted on school property.

Regardless of where the responsibility is fixed, effective coordination can take place only when people work together and subscribe to the basic concept that all aspects of the education program, both formal and informal, must be designed to meet the needs of children in particular and society in general.

To coordinate successfully the school recreation activities a "recreation committee" should be established, composed of teachers representing various extracurricular areas, the recreation coordinator, and a representative group of students. The student group should meet independently in addition to meeting with the faculty committee.

What is the most desirable organizational structure for administration of a school-sponsored recreation program?

In many school systems the recreation program is a part of the physical education and health department. In small school systems where the responsibility for coordination and direction is not considered a full-time job, its assignment to the physical education department may be expedient. However, in large schools and school systems the most effective organization for recreation is an independent department. In a community or school district where more than one school is involved the recreation director should be on the supervisor level and report directly to the superintendent of schools.

How can the transportation problem of children who must travel to and from the school in buses be solved so that they also may participate in the recreation program?

Where only three or four bus routes are involved the problem is less perplexing than where there are a dozen routes. Each situation differs; thus the problem will have to be solved locally. Here are a few suggestions:

1. Delay departure of some buses going similar routes.
2. Have certain buses make two trips.
3. Consolidate two or more routes into one for a late departure using more central discharge points to facilitate travel time.

Under any plan the transportation of students for recreation costs money; nevertheless, it is an important expenditure if all children are to be given an opportunity to participate.

What cooperation is needed between the school recreation program and other community programs conducted for the children and youth?

The board of education should invite representatives of public and private agencies in the community to meet periodically with school officials to discuss the problem and exchange ideas. This group may be permanently established, meeting regularly to aid the school in its plans.

School recreation is here to stay. It is not a new fad or frill. It is as much a part of the education program as any subject matter. All school systems sooner or later will be confronted with this problem. Now is the time for local communities and school districts to begin to study their recreation needs. ●

Community Cooperation
in Solving a Neighborhood Playground Problem

Felix K. Dhainin

This view of the Holmes Park Playground shows location of the shelter building, partly completed, new ten-inch tree planted in the spring of 1955, general enclosed play area and winter skating rink.

MINNEAPOLIS is noted for its fine parks and recreation system — well-balanced and well-distributed throughout the city. However, it must not be assumed that our problems are all solved and our system is ideal in every respect. Our continuing effort, from a standpoint of both facilities and program, has been to try to keep up with the leisure-time needs of the more than half a million people in our city.

There are still certain sections of our city that do not have adequate service or facilities, such as the southeast district. This area is fairly close to the downtown Minneapolis Loop and is adjacent to what is known as the east side shopping center. It is an older section and, by and large, is zoned for single, multiple, and apartment house dwellings, commercial and some industrial use.

Past studies by the city planning commission and other municipal agencies, as well as a very active improvement association within the district, have attempted to retain and stabilize its values. It has many desirable characteristics as a location in which to live, particularly through its closeness to the loop area, to industrial areas, and to the University of Minnesota campus.

Our department has studied, for many years, the solution to the leisure-time needs of this community and has always come up with an indication of the need for acquisition of lands for development of a playground to serve this section. However, analysis of cost and development showed that these factors were abnormally high, and it never seemed possible to carry out our recommendation.

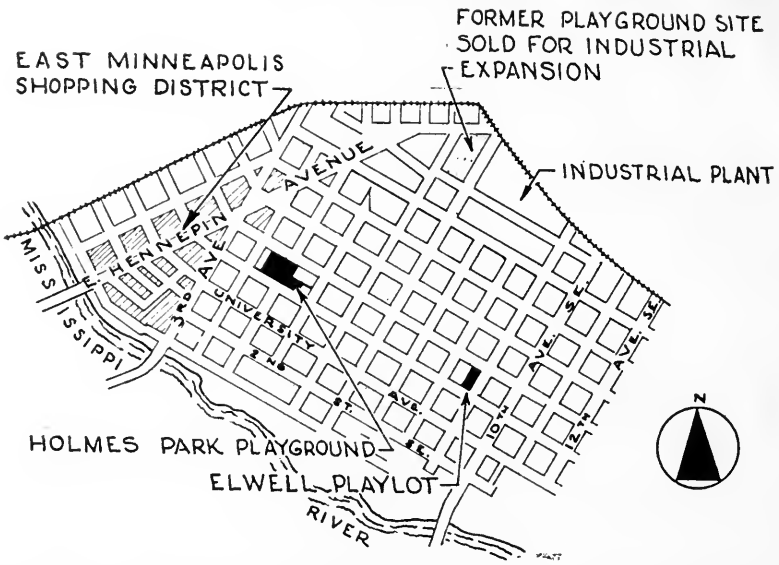
Circumstances and proper planning had a great deal to do with the ultimate solution for these problems. Many years ago (1939) we were able to acquire a playground (area three and seven-tenths acres) on the edge of this neighborhood for a relatively small fee and to develop it with WPA funds. We always realized that this was not a good location as it was adjacent to a factory, but, through want of a better solution, we accepted it on a transitory basis.

Two or three years ago, the industrial company located adjacent to this playground expressed a desire to expand their facilities. It was a matter of having the room to expand their business at this location or finding another location where more room was available, perhaps out of town. We suggested that the company purchase the site we owned — a suggestion they accepted. This was the start in the direction of developing more adequately-located recreation facilities for this area.

Our department got in touch with the civic and improvement association, whose primary objective is improving the conditions of this part of the city, and described to them our proposal of selling the original playground and purchasing a new site, and asked for their support in this project. We knew that the funds secured from the sale of the original site would not be sufficient to acquire the needed land at the new site or to finance the cost of development; therefore, we suggested to this group that the additional funds be secured through a general city-wide bond issue and through a special assessment against the neighborhood that would be benefited directly by this new playground.

The support of the improvement association made it possible to secure the needed signatures of fifty per cent of the neighborhood, on a petition, indicating that they would be willing to stand a special assessment for the de-

FELIX K. DHAININ, *landscape architect-administrative, Board of Park Commissioners, Minneapolis, Minnesota, is responsible for park board planning.*



velopment of a playground. With all of these factors correlated and coordinated, it was possible for us to go ahead with our plan of development.

Another agency was involved in this matter—our Minneapolis Board of Education. Our proposed playground was located adjacent to an elementary school. Consultation with the board of education indicated that this school would be in use for many years to come, and they were in complete agreement with our establishment of a playground adjacent to the school. We also arranged to secure from the board of education an old school site of one acre—the Elwell site—for a park playlot.

The accompanying district map, showing the general location of the neighborhood and the Holmes Park Playground and the Elwell Playlot, indicates our ultimate solution to the neighborhood recreation problem for this community. Holmes Park Playground, adjacent to Holmes Elementary School, called for the vacating of Third Avenue Southeast, separating the school property from the park property. Our program headquarters will be at the playground, with some intermittent service provided at the playlot.

The playground, in conjunction with the school, will be used jointly by the board of park commissioners and the board of education. Facilities to be installed by the park department include an active play area which will be used for winter sports activities such as skating, and for ballplaying and active play in the summer. It will be hard-surfaced and will be enclosed by a fence in order that the balls and the youngsters will not go out into the street.

A small shelter building will contain toilet facilities, storage, heater-room, office for personnel, and a shelter room which will be open in the summer and enclosed in the winter. Playground equipment such as swings, slides, teeter-totters, sandbox, and other similar units will be enclosed. A thirty- by fifty-foot wading pool, meeting all state health requirements, will be installed. The hard-surfaced play area will be lighted for volleyball, basketball, and so on.

Lawn areas are to be retained to enhance the appearance of the whole project. These can be used for settees and picnic tables for the older-age group, particularly those interested in card playing. The plan also shows possible future acquisition, which would round out the block and give us additional space for needed play areas.

At the Elwell Playlot our proposal calls for a small area, and it is our first actual experiment in the city as far as this type of development is concerned. We are not entirely sure that it will function properly, but it is our hope that it will be used primarily by the youngsters as it is not designed for adults or teen-age groups. We may find difficulty in supervising it in future years but it was one way of solving the recreation problems of this section and, at the same time, experimenting with the practicability of playlot development.

This whole project has been a lesson in cooperative planning; and, without the earnest and sincere desire of all participating in the project, it could well have bogged down at any stage of the negotiations. However, a brief article of this kind cannot go into details and ramifications of the number of meetings held, the number of groups to be convinced of the need for the project, and other similar factors that were necessary to carry it to ultimate fruition.

We are very happy to report at this time that the project will be completed in 1955. ●

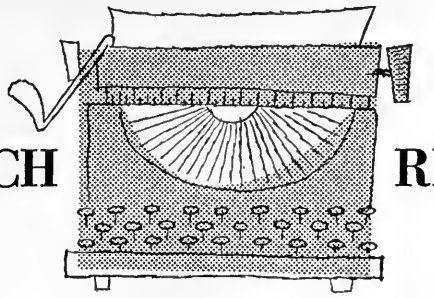
THE FIGHT FOR LAND

In New York City in July, Park Commissioner Robert Moses, who battles continuously for more park land for the crowded metropolis, lost out in the fight for Rockaway Beach property. The Board of Estimate disapproved a resolution to turn over the site of the abandoned city-owned Neponsit Beach Hospital for development as a greatly needed extension of Jacob Riis Park. Controller Lawrence E. Gerosa and five borough presidents voted against it. It was estimated that the property would bring at least $1,000,000 if sold at public auction and restored to the tax rolls.

According to the *New York Herald Tribune* of July 22, Mr. Moses referred to Mr. Gerosa as "the first Controller in my memory to claim that the city has to sell publicly owned land needed for parks to balance the budget."

In the *New York Times,* July 24, Mr. Gerosa stated: "Contrary to whatever opinion you may have of the chief attraction in the Rockaways, in my humble opinion it is not the Moses-made parks and beaches but the God-created Atlantic Ocean and the eternal cool breezes which were there before Riis Park was developed and will be there long after."

Mr. Moses replied in a letter to Mr. Gerosa: "Let me observe first that without shorefront in public hands the eternal ocean breeze would never reach the people, that the city paid through the nose for a slice of the beach at Rockaway which had been given away by imprudent predecessors of yours. It cost some fifteen million bucks just to clear the title to high water."



RESEARCH REVIEWS AND ABSTRACTS

George D. Butler

Recreational Use of School Property in Kansas

A questionnaire sent out by Dean Kastens, superintendent of recreation in Dodge City, Kansas, with reference to the use of school property for recreation, brought a response from fifteen cities. Thirteen of these cities report that school buildings and grounds are used for summer playgrounds; two cities use the grounds only. Only two of the cities report any charge made by the school board for such use—$6.50 per session and $1.62 per hour respectively. Cost of janitorial service was met in different ways. The recreation commission meets the cost in six cities; the school board in three cities; the board of park commissioners in one, and in two others the recreation leader is responsible for the janitorial work.

A second question related to use of school gymnasiums for basketball, volleyball, and so on. Twelve of the fourteen cities responding report such use; seven report no charge made by the school board for such use; five report the charge of a use fee. The rates reported are $3.00, $5.00, $10.50, and $21.50 per evening respectively, with a fifth city reporting varying costs. The recreation commission pays for janitorial service in most of the cities where no use charge is made by the school board. The gymnasium program in all cases is supervised by personnel employed by the recreation commission or authority, although in several instances school board employees are hired by the recreation commission for this work.

Television Viewing Habits of Children

A study of the television viewing habits of elementary school children was conducted by the Tacoma, Washington, Arts for Youth Council in 1954. The survey was carried on with two groups, children in the elementary schools and their parents. One thousand questionnaires were returned from children in eight elementary schools and 650 parent questionnaires were returned and studied. The following are some of the results as compiled by Fred Robertson and Arthur Admas, graduate students in the College of Puget Sound.

Of the 1,000 children responding, 92.5 per cent have a radio in the home, 87.5 per cent have TV, 92 per cent of the children enjoyed being home more since they have had TV, 72.1 per cent report having supervised listening, and 72.8 per cent said TV did interfere with their reading. Considerable information was gathered as to favored TV and radio programs, but "comedy" headed both lists, followed in both cases by "westerns."

On the average, pupils with TV in their homes spent 2.33 hours per day during the school week viewing TV or 11.6 hours for the five-day period. This is equal to two full days spent in school. On the basis of a seven-day week, the average daily viewing time was 2.53 hours per child or 17.7 hours per week.

The questionnaires revealed that 470 children listened to radio regularly, but when both TV and radio were available, the radio was used very little or not at all. When only a radio was available, there were long listening periods.

Of the 650 parents whose opinions were secured, 86.8 per cent had TV sets in their homes; 94.1 per cent had at least one radio. Asked what kinds of programs for children they would like to see produced on TV and radio, the parents listed fourteen categories, twelve of which might be classified as educational. Only 41 per cent made a first choice objection to crime-horror-detective programs.

Eighty-eight per cent reported they check the program their children watch and listen to, as compared with the findings in the children's survey which indicated that 72.1 per cent have supervision.

Fifty-four per cent of the adults believe radio and TV interfere with recreational reading, as compared with 72.8 per cent of the children.

Highlights of the parents' reports were:

- Over 50 per cent of the children reported upon were spending far more hours viewing television than common health standards would recommend.
- In examination of the parents' listening and viewing choices, entertainment was apparently the chief interest. There was due notice of such areas as religion, history, and current events, but the total interest in these areas was no more than 25 per cent.
- In determining the programs that would be appropriate for their children, parents apparently considered what they believed would be good for the children. It was also evident that their own tastes affected the choices, as many of the programs chosen for the children were the same as those listed for parents.
- Although many parents were doubtful, the majority of them felt that no serious emotional, physical, or social injuries were being sustained because of watching TV.
- The report revealed some inconsistency when "westerns" were mentioned. They were rated very high under preferred programs as well as under objectional ones. ●

MR. BUTLER *is director of the NRA Research Department.*

NOTES *for the Administrator*

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Recreation and School Property

The Parks and Recreation Newsletter, for September 1954, issued by the Tennessee Division of State Parks, urges municipalities to take advantage of the state act which legalizes the use of municipal and county properties for community recreation purposes. It points out, however, that in most cases where municipalities are taking advantage of the act and have established playgrounds and playfields on school grounds and are using school buildings for recreation, utilization of these facilities takes place only after school buildings are constructed. Although the perpetual cry of economy is heard on every hand, very few officials have considered, or acted upon, a plan to utilize more fully school buildings and grounds for recreation purposes. The *Newsletter* states:

> This inability to coordinate planning for recreation and education accounts for the cry of vandalism so often heard when recreation programs take place in a school building, because the building was not properly planned for after-school-hours use. It also accounts for expensive grading and filling of the 'leftover' space alloted for playgrounds and in many cases the condemnation and purchase by the city of additional property.
>
> . . . . if the school building and grounds are originally planned to provide a place for recreational activities and grounds for play areas, no community in the state need be lacking in the basic facilities and areas needed for a recreation program.
>
> This type of planning does not represent great additional cost in the construction of a school building. Proper orientation in gymnasium, cafeteria, auditorium, toilet facilities, and meeting rooms so that they can be isolated, along with a heating arrangement whereby only the facilities in use can be heated, and sufficient acreage to provide necessary play areas, actually represent a saving to the city when compared to the amount of money required to build separate community centers and condemnation and purchase of expensive, and usually inadequate, acreage for play areas.

Schools Designed for Dual Use

Procedures and principles used in designing schools to serve both educational and recreational uses were outlined in an article entitled "Schools by the Same Design Team" in the November 1954 issue of the *Architectural Record*. It stated:

"Increasing numbers of people are visualizing the school as a social, recreational and educational center for the entire community, raising the level of community goodness for family living. The old standardized lessons have given way to a broader program more in tune with the times and local requirements. Local demands vary—each school should be tailored to meet them.

"Basic to good planning is a carefully detailed program setting forth both school and community needs, as well as an estimate of how these are liable to change in the near future. The thinking of many people is often incorporated into such a program."

The article referred to the new senior high school at West Springfield, Massachusetts, as follows:

"Both community and school needs emphasized vocational, recreational, and physical educational units and a large auditorium for one thousand as major units. No adequate facility for the latter existed in the town.

"The finest facilities for interscholastic basketball games were required, resulting in a large gym with spectator space, excellent accommodations for visiting teams, and adequate access and parking."

It also described the junior-senior high school at Greenburgh, New York. This school is located on a beautiful seventy-two-acre site in a heavily wooded residential area and is characterized by rock outcroppings and changes in level:

"Early in the program it was decided that recreational facilities should be devoted to participants, not spectators. There was no ambition in the direction of competitive interscholastic sports.

"Since a large auditorium was provided by the elementary school, this one was conceived as a little theater seating only three hundred, designed for adult amateur groups as well as for the school dramatics program."

With reference to the Wilbert Snow Elementary School in Middletown, Connecticut:

"Based on the concept of a plant to serve both children and adults for total community service, the preliminary planning involved many people and several agencies, including the board of education, the park department, and the library board.

"The library is designed for joint use by students and townspeople and will become a branch of the town library open during the evening hours when the school is closed. It is located near parking areas for public convenience.

"The city park department and board of education have established . . . . a formal agreement concerning joint use of the school grounds which might well set an example for other communities. The park department appropriated $25,000 to implement its share of the site work. The agreement provides that baseball and football fields, tennis courts, and gymnasiums, as well as the locker and toilet facilities for same, shall be 'available to the public for use under supervision and direction of the park department . . . except when in actual use by the school . . .' In addition, the site offers picnic areas, an arboretum, and hiking trails for community use. . . .

"The site is a beautiful, heavily-wooded slope of twenty-five acres, part of an old estate. The woods will be preserved as a sanctuary for birds and small animals and will be used for nature study. What better environment for learning than the true expression of one of childhood's greatest interests—that of growing things?

"Before the unit plan was adopted, it was presented to a citizens' meeting for discussion and approval." ●

Techniques for Handling LARGE GROUPS

John A. Friedrich

Frequently the recreation leader finds it necessary to organize and conduct activities involving large groups, often running into hundreds of people, at dances, parties, picnics, field days, and so on. Techniques which have been proved successful in handling situations of this nature are as follows:

Planning the Program

Essential to any successful venture or activity is careful, intelligent planning.

Preplan carefully. Over-planning is better than underplanning. Consider all the various factors involved.

- Allow for plenty of time; set up a time schedule and allot time wisely.
- Anticipate emergencies (have an alternate plan ready to use if necessary).
- Capitalize on unexpected happenings.
- Be ready to improvise certain games or activities if necessary.
- Check all necessary details, such as: date; time; place (location, size, physical setup, lighting, acoustics, climate); group (age, sex, type, number, experience); committees involved; finances (make sure you have sufficient funds to cover all costs); publicity and promotion; equipment and devices; facilities (be sure they are available, safe, ready to use); legalities (permits, insurance, and so on); services needed (carpenters, electricians, janitors).

Plan for leadership. Use and choose committees and assistants wisely. Have only as many as can be effectively used. Make use of people within the group to help. Make sure physical setup is conducive to good leadership.

- Divide responsibilities—don't give one person too much and another too little to do.
- Appoint leaders in advance. If you need them, plan ahead for them. Select leaders who have enthusiasm and leadership ability. Often it is best for the leader to observe and not participate, although some participation is sometimes desirable.
- Plan with assistants (and committees) and make sure instructions, duties, and responsibilities are clarified. If possible provide a written set of instructions as a guide.
- Take time to teach activities to your leaders and assistants so they, in turn, can teach their groups effectively.

Speaking to the Group

Be prepared. Know what you are going to say and do in advance. Be ready to make changes if necessary. It may be advisable to have an outline listed on a small card. Be self-confident and assured in manner.

Be seen. Make sure group is in a comfortable and logical position to see and hear you.

Be heard. Speak clearly and distinctly. Make sure acoustics are adequate. Make sure public address system, if using one, is properly set up and in good working order. Speak as though you expect the group to listen—and they usually will do so.

Capture attention. This can be done by hand signals, sounds (whistle, breaking a balloon, and so on), speaking softly until group quiets down in order to hear you, or by a story.

Establish rapport. Create group unity. Often the leader may find it necessary to work directly with the large group before breaking down into smaller groups. In this event, use group stunts and icebreakers such as songs with motions; rhythmic applause; shaking hands with people to right, left, front and back of them; and so on.* Usually only one or possibly two or these should be employed on one program.

Appeal to the group's sense of drama. Be animated and enthusiastic but don't overdo it. When giving instructions or information, be natural. Let the group be dramatic at times; for instance, using an action story involving sounds and letting group provide sound effects.

Create expectancy. Don't tell the group everything they're

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* See *Musical Mixers and Simple Square Dances* of "The Party Booklets" series; *Stunts, Contests and Relays* (P 137); *Action Songs* (P 89); *Mixers to Music for Parties and Dances* (P 193); *Stunts and Entertainments; Progressive Parties* (MP 166); *Recreation Activities for Adults; Twice 55 Games With Music*—all NRA publications. Also see *Fun With Skits, Stunts and Stories* by Helen and Larry Eisenberg (Association Press), and other similar publications.

going to do. Retain something as a surprise. Mention that something special is going to take place, and let them anticipate. Be sure to follow up with a "special."

Be enthusiastic. It's catching. Let the group know you enjoy working with them, and are interested in them and in the activities.

Speak to the group in a friendly manner. Be tactful and thoughtful. Speak to individuals in the group; speak on the level of the group; get the members *with* you. Don't attempt to apologize for poor equipment, and so on; make the best of what you have.

Hold the group's interest. Don't talk too much or overexplain; use eye catchers such as pictures and models, or perhaps a stunt or trick.

Instructing and Demonstrating

Frequently it is necessary to instruct and demonstrate certain phases of the programs:

Instructions. Make instructions brief, simple and clear; use audio-visual materials such as charts, diagrams, blackboards, and models when possible. Move the group into position for the activity first and then give specific instructions. Teach activities to large groups the same as you would to smaller ones.

Demonstrations. A good demonstration can be worth an hour of talking. Make it brief and simple. Demonstrate slowly and clearly; point out important phases. Plan the demonstration before attempting to give it; be sure those helping know what to do. Use a demonstration group for activities, have others watch, and then let all try it. Break down fundamentals and show the necessary steps in proper sequence.

Organizing the Group

A certain amount of discipline is necessary, but not so much that the activity loses appeal. Get order when you want it. Stop horseplay immediately.

Things to do before regular program starts. Frequently there is nothing for a group to do while waiting for others to arrive. Many people feel self-conscious and shy. The leader should, therefore, plan simple activities which will help them to become absorbed in something. Guessing activities (number of beans in bottle, peanuts in bag, pages in book, and so on), puzzles, and quizzes are good. For large groups, printed data of this nature is usually best. Also use contests and games (bean bag throw, ring toss, dart board).

Getting acquainted. Some methods for doing this have already been mentioned. Also use get-acquainted games and mixers.

Getting all to participate. Often some of the people will not wish to participate. In some instances, appointing people in advance to be on the lookout for such non-participants and encouraging them to enter is advisable. Many potential wallflowers can be drawn into the group by having simple, fun-filled activities at the start. The leader can often personally encourage participation, but he must take care not to offend or embarrass anyone in the process. In some cases older people in the group would prefer just talking.

Dividing and identifying groups. Twenty is a good unit size. Teams might be divided on the basis of: age, height, weight, numbered tickets, colored ribbons, playing cards (match suits or numbers), locality, school, song titles, proverbs, and birth months (display large cards with the names of the months around the hall and request each person to stand under the card with his birth month on it), and so on. Other methods include counting off; using a grand march, forming a large circle and dividing it into smaller ones, and so on.

- Each small group might plan some simple charade for the preparation of which they are given five minutes. The charade is then presented to the other groups for interpretation.

Matching partners. Cut advertisements in two or, if the same ones are duplicated, cut them in different ways; cut playing cards or picture postcards in half; give names of states to boys and cities to girls; give problems in addition to boys and answers to girls; match parts of song titles or proverbs.

Moving the group into position. To move groups from one position to the next, or from large group into smaller groups: have the group leader hold a pole with the group's number, name, or color on it; have special location in the area designated and named for the group to find; tell groups where to start, in what direction and how far to go.

General Suggestions

Keep the group moving and active. Provide for breathers. Avoid regimentation. Make activities enjoyable. Plan more activities than are needed. Build up to a climax and end up with something special. Create expectancy. Enforce rules. Keep groups close together.

Suggestions on presenting games. Select them to fit the type of group. Use simple games requiring maximum participation; a forty-minute game-period involving no more than about six good games is recommended. Use games at the end of a period rather than the beginning. Don't let a game die—"kill it."

- To introduce a game: name it, put group in proper formation, explain it, demonstrate, ask for questions, and then have group try it.
- Plan games so that they follow in sequence. Make all rules and boundaries specific. Correct minor faults while game is in progress (if faults are major, stop the game temporarily).

Psychology in handling groups. Groups are suggestible. Groups often tend to present a stereotype reaction.

- The group depends upon the leader to enhance its ego, and should be praised when the occasion merits.
- Make clear to members what is going on. It is not, however, necessary for them to know all the goals of the program.
- Each group has leaders within it. Appeal to and use these people.
- Endeavor to appeal to human needs for: new experience (curiosity), sociability, belonging, recognition, self-expression.

With time and effort the recreation leader can do a more effective job. The results will be well worth the effort involved, and the time spent richly rewarded. ●

How To Do It! by Frank A. Staples

Screen Print on Paper or Cloth ~

To make: Posters
Christmas Cards
Designs on
Towels, Table Mats,
Clothing, Scarves,
Handkerchiefs, Etc.

Materials Needed
Wooden Frame, Scrim,
Tacks, Squeegee, Cloth,
Paper, Poster Colors *for paper and* Silk Screen Paints *for cloth.*

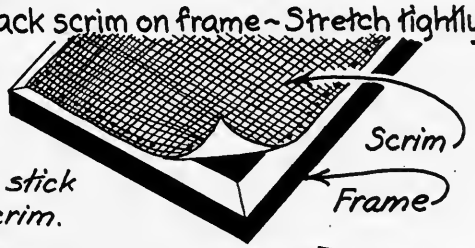
To Print ~

1. Draw design on paper and cut using stencil method.

2. Dampen paper stencil and put it on table under frame.

To make printing frame.

Tack scrim on frame ~ Stretch tightly.



3. Place paint on scrim and using squeegee, spread evenly over surface. *This makes stencil stick to scrim.*

4. Place paper or cloth on table under frame. Move squeegee back and forth until surplus paint is removed from surface of scrim. Lift frame and print is finished.

Children's ARTS and CRAFTS Program

Wherein surprising and exciting results are achieved with younger children

Shirley Silbert

Could they use torches without burning themselves? Care and concentration were necessary. Smaller fry barely reached the tabletop.

OUR CHILDREN'S program at the Craft Students League in New York was ended; our June closing party was over. Children, mothers, fathers, babies, and friends were gone. The voices of children echoed in our ears as we cleaned up. "Will we please be able to come back?" the boys and girls pleaded as they departed with arms full of objects they had made. And the craft teachers and others who had worked with these children were also saying, "Can't we have more of this?"

We added up our attendance for the eight weeks—twice a week, Wednesdays and Fridays, May 5 through June 25. Seventy-six children had registered for the sixteen sessions, a total attendance of 739 with 436 girls, 303 boys.

Not a dull moment in those eight weeks. Everyone who had any contact with the children was bubbling over with stories about them. Each child in his own way had left an indelible imprint.

It is interesting to know how this children's project got started at the Craft Students League of the YWCA, primarily an adult craft school. For some time the director, Madeleine Douet, had been trying to get children's classes going. The last experiment had been a Saturday morning group. Only a handful of boys and girls were registered—by parents who had to bring them considerable distances and then had to find ways of spending their own two hours while the children's class was in session. The ideal situation would have been for these grown-ups to register in a craft class at the same time, but it didn't work out that way!

The Craft Students League is located on a commercial street with hardly any children on it, but west of us is an area that boasts far too many children with little money for such activities as the league offers. Community citizens and organizations were quite concerned about these children and their lack of recreational opportunities. After considering this problem for some time, a plan was developed and was submitted, in October 1953, to the division of youth services of the Federation of Protestant Welfare Agencies, asking for a grant that would enable the league to service children in its immediate vicinity with a program of arts and crafts. We offered to teach them how to create genuinely useful and lovely things guided by sympathetic skilled leadership. We knew that here the children could have great fun developing practical skills and good work habits of enduring value.

The teachers chosen for this project were well equipped in their knowledge of the crafts and in their understanding of children. The program was to include jewelry and metalwork, carpentry, pottery and sculpture, stenciling, leather, puppets, drawing, and painting.

Our plan was approved by the federation, and we were given a five-hundred-dollar grant to cover the part-time salaries of the four teachers who were invited to teach. The Craft Students League was providing the facilities and equipment. Miss Douet was coordinating the program, and personnel at the league would assist with the office details. It was also arranged to have each registered child pay twenty-five cents as an initial junior membership fee to the YWCA, and ten cents a week as his share toward covering the expense of materials.

Since the principal of a neighboring public school, Ethrain J. Weston, was enthusiastic about the type of program the league was proposing, his school was selected as the pilot source for children. Not only did he publicize this program in his school but he offered to release children at 2:00 P.M. so that they could use one hour of school time in addition to an hour of their recreation time, twice a week. He also arranged to send the children to the league accompanied by a teacher. To stimulate interest, he invited Miss Douet to speak to the children in a school assembly and to exhibit some of the crafts that they could do.

It seems rather amusing now to think about some of the things which the four

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teachers and Miss Douet discussed at the meeting just before the opening day. Everyone seemed quite hopeful that at least sixty boys and girls, twelve to fifteen years of age, would express a desire for the program. What we wanted to do at this meeting was to decide how to divide the children and what method of rotating them we might use. Should children be permitted to select their own crafts? Should they be divided arbitrarily into four groups with fifteen children in each group to rotate either two times, four times, or as quickly as a project ended? Should the public school help with the selection of crafts through a system of checking first and second choices?

We finally decided to try a two-week session for each group, allowing four periods for each craft. Some concern was also expressed for accommodating sixty children. Where would they be assigned? Would each teacher be able to handle fifteen children? How would the children work with expensive equipment? Could they use torches without burning themselves? Could they work diligently or would they present discipline problems? Would they leave things alone that didn't belong to them? How would adult students react to the children? What about the coke machine — and eating candy during instruction time? What about visiting back and forth? What if they wanted to change classes before the teachers were ready to release them? Some simple rules were finally worked out.

On our opening day, everyone was hopefully waiting for sixty children. Everything was in readiness! And then the let-down! A few children appeared at 2:00 P.M. with a teacher. We counted sixteen children, all looking rather sheepish! When we recovered from the shock, we divided them carefully—five for stenciling, three for woodwork, four for jewelry, four for pottery. "What was wrong?" we asked. It just looked as though the older boys and girls hadn't been as impressed as we had thought they would be. In any event, they had not come.

Although at first we hadn't been very eager to take younger children for this type of program, we now decided to drop the age level. Then they started to come—boys and girls—nine, ten, eleven, and twelve years of age. They came by the dozens and brought their friends. Would these children handle tools and materials without serious damage? Would they be willing to settle down to concentrated work? We didn't have long to wait for the answers! They could and did.

They were very much in earnest—they wanted to learn what we had to offer. They came earlier than two and had to be urged to leave at four. They worked hard and worked us hard! We had to change all our original plans for the rotation of groups and work more flexibly with the individual child. But basically we held to the plan of at least four sessions in any one craft in order to accomplish something worthwhile.

Clay work didn't mean very much to the first few children. They were unable to visualize what might happen to their clay objects beyond the dry clay stage. But when their pots, tiles and figures began to come out of the kiln—baked, glazed and decorated, lovely objects to admire, to fondle, to love—the rush started. Every child in the place wanted to work with clay. What excitement! They crowded in, filling every available spot — wedging, modeling, shaping, glazing. They were impatient — they clamored for attention. They raced in as quickly as they could get out of school to see if a piece of theirs had been fired. Instead of fifteen children, at least nineteen children worked in clay each session. Two volunteer assistants were called upon to help.

Jewelry was popular from the start. Again every available place was occupied. It seemed miraculous to see little boys and girls, whose noses hardly reached the top of the table, sawing, filing, soldering, polishing, and turning out lovely rings, bracelets, brooches and necklaces of copper, brass, and bits of silver. In stenciling, the first five girls created stunning designs to be printed on cinch belts and made copper buckles for them.

Several children worked with leather. A group of younger girls started to work on puppets. They modeled heads, painted them, and made lovely costumes from scraps of cloth, lace, and ribbons. A group of boys followed the girl puppeteers to make more puppets.

"Let's give a show!" the children said. We talked about it, but an obstacle appeared. There was actually no time for rehearsals. It was therefore decided to have the puppets do a little spontaneous acting and singing on our closing program.

In reviewing the program in general we felt that the achievements far exceeded the failures. Although we did not attract the teen-agers for whom we had originally planned, a few did come. The largest number, however, came from the lower age-bracket from nine through twelve years of age. This change pointed up what good work younger children can do when properly taught. We attributed some of the good work to the fact that children were surrounded by well designed, handmade objects. Adults in the league were working constantly at creating interesting and colorful crafts. There were many things for children to marvel at and ask questions about. Although adults were not actually taking classes when the children were in the school, there were always one or two available. They were quite willing to stop and explain what they were doing.

We also discovered that younger children reacted differently to this type of program. For them it was sheer magic. For the first time in many of these young lives enchanting things were happening right before their eyes! Mud-pies were turning into lovely pieces of pottery, junky bits of metal and wire were changing into attractive shiny jewelry, wood scrap was being shaped into fascinating toys, and so on.

Here was a place where one not only saw things being made but could participate in their creation! But there was a catch to it! The work required infinite patience and a stick-to-it-iveness that was a brand new experience to many. If children wanted to possess something, they had to learn to use the materials and tools properly to make the dream come true. They had to concentrate on the soldering torch or the parts of the ring or brooch wouldn't hold; they had to wedge the clay and join parts carefully or the little bowl exploded in the kiln. Design was a natural process because it evolved from the chil-

dren's ideas and sketches, or from the direct use of the material. In every case it had to meet a practical test because it was related to concrete form, shape, and line.

Tools and equipment were in good condition when the program ended. Nothing of any particular note had been destroyed nor was anything missing. Most of the children considered it a great honor to put things away, wash tables, scrub tools, or do other cleaning jobs after class.

In terms of popularity, pottery and jewelry came first. Almost every child regardless of age wanted to get into those classes. Glazed pottery was the novel attraction, and jewelry was a rare experience. Puppets were well liked but were not as unusual as the former.

The idea of stenciling designs on cinch belts was attractive to about eight girls in the teen-age bracket. Woodwork, although participated in by a fair number of children, was the most familiar craft to these youngsters and therefore not so popular.

Regarding the number of children that a teacher could handle comfortably, it was felt that a maximum of twelve was the most advisable because of the time and effort it required to work with each child. How long children should remain in one class was also of extreme interest. Our original plan was to give them a varied experience in the use of materials and tools. If they were to learn something in each class we could allow only four sessions. In future planning this would not necessarily have to be the pattern. On the whole the teachers felt that more time was needed to teach children lasting skills and techniques.

Our budget was limited. The Crafts Students League was underwriting most of the expense, but we used the money the children paid in of ten cents per week. Soldering was done with gas, firing of the kiln with electricity. Since hundreds of clay objects were made by the children, the three largest items of expense were clay, glazes, and firing. Under ordinary circumstances the league has to count on a minimum income from each firing of the kiln to cover electricity and the wear and tear on the kiln. Clay costs from six to eleven cents a pound, depending on the amount purchased. Glazes vary in price from one dollar to one dollar and fifty cents per pound. This amount changes, too, depending on the number of pounds purchased.

Good lumber was provided for serious wood projects. Elastic and paints were purchased for the stenciled belts. Drawing pads, crayons, and poster paints were supplied by the league. Scraps of inexpensive metal and wire were used for jewelry. Children wanted to use silver, and it might have been easier for them to work with but our budget did not allow for much of this expensive metal. Leather was donated, as were the scraps for the puppets. It was suggested that a token amount could have been charged for the use of materials like silver, or for excessive use of the kiln. This is something to consider in the future.

At the Craft Students League we know how long it takes adults to become proficient in any one craft. They need to keep at it constantly—practicing over and over, progressing from simple to more complex projects. This would also apply to children, the difference being that we were more concerned with the children than with the work they were doing. Yet we insisted on the best possible ways of handling design and the tools and materials. The effect was quite revealing. Children responded wholeheartedly. Our attitude was accepted and approved. Children tried within the limit of their capabilities to do satisfactory work. Some of them even developed a critical approach to their finished objects. For the most part they discovered a great many things for themselves as they were exposed to guidance and instruction.

In planning a program of this sort for the future, we face many questions. Shall we limit the group to a minimum of twelve children in a class so that the best possible work can be achieved; or shall we accept as many children as we did in this first experiment with a natural drop in standards? In the two months that we worked on this program the motivation was extremely high and many seemingly impossible things were accomplished. A teacher cannot continue this pace the year around with any notable results. Besides, in the long run, the child loses out because it is difficult for a teacher to get to know everyone well in a large group.

We observed a few things that could influence our future planning. It was reported by the jewelry teacher that the middle age-group seemed particularly adept at sawing and soldering whereas older girls in the same class required more attention and were often at a loss for ideas. The older girls also seemed to have great difficulty sawing and soldering and were impatient to finish their pieces. This placed them at a disadvantage with the younger girls who indulged in a bit of bragging. On the other hand it was noted that in the stenciling class when younger children were present and saw the older girls learning fabric design, they too wanted to do this craft which was far beyond their scope. When the younger girls moved on to another craft and the twelve- and thirteen-year-olds worked by themselves they enjoyed creating designs, were quick to respond, and were far more relaxed and easy to work with. We decided that perhaps it was not too practical to mix the younger children with the older ones.

The program combined fun with utility. The process was intensely stimulating and there was always the added pleasure for each child of proudly claiming some beloved object. With each thing accomplished there was a lesson learned and the challenge to try something just a little bit harder. And when children left for the day they still had plenty to think about! It was obvious to the parents and other visitors who came to our closing program on June 25 that much had been accomplished. ●

Recreation Therapists

How would you like to start the new year in California? Department of Mental Hygiene and Youth Authority have positions in both northern and southern California. $341 to $415 month. Application deadline October 6 for nationwide examination. Requirements: college major in recreation or recreation therapy, including supervised field work; or college minor in one of these and major in psychology, education or similar field, plus one year experience in group recreation. Completion of two-year graduate curriculum in social work specializing in social group work also qualifies.

DENVER CONVENTION

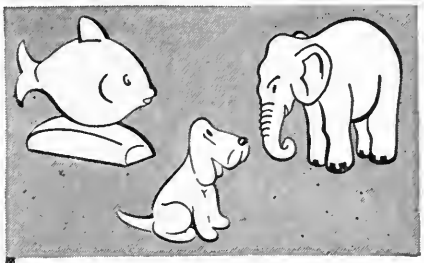
Delegates to National Recreation Congress in Denver in September may contact California representatives at job exchange desk. Others write Recruitment Section,

STATE PERSONNEL BOARD
801 Capitol Avenue, Sacramento 14, Calif.

IDEAS FOR THE COUNTY FAIR . . .

The Recreation and Parks Department of Fayetteville, North Carolina, takes part in the county fair. Recently their booth featured a wagon, and the slogan "HitchYour Wagon to a Recreation and Parks Star." Displayed in the wagon and on the wall, in a wheel that turned, were lists and pictures and honor rolls of various community recreation activities. Also included were: a register for signing up county people interested in community recreation; a different animal from the zoo, daily, with a man attending who could talk about its nature and habits; some contest for the children, as for instance, a Turtle Derby.

For further county fair ideas see Idea of the Month, page 344. (What are other recreation departments doing at county fairs? We would like to hear from you.—Ed.)



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The Story of a CHARM SCHOOL

Dorothy W. Seel

Showing what good leadership can accomplish.

Graduation! Left to right: Annette Bruce, instructor; Mrs. J. E. Green, mother of honor; John K. Chapel, radio station director; a graduate; Dorothy Seel; and Jay Ver Lee, superintendent of recreation in Oakland.

SEVERAL hundred teen-age boys and girls were participating in the program—social clubs, dances, special programs, indoor games and outdoor sports—in February 1948, although the deFremery Recreation Center in Oakland, California, had been open for only two months. This was during a period following World War II when the directors were earnestly testing their wits to plan programs that would meet the needs of youth. A local citizens' committee had asked the staff to plan a well-rounded community center program to "reduce juvenile delinquency."

The West Oakland area was overpopulated with the many families who had migrated here during the war. As numerous young ex-service men already were finding outlets in the athletic and sports program, the staff was primarily concerned with planning programs in which the girls would participate.

A meeting was arranged for interested young people and all who attended were given an opportunity to express their views. They said they wanted dances, ball games and "to eat." When the girls were asked if they'd like a charm class in which they could learn more about poise, good manners, and how to make friends, they replied emphatically "No." In keeping with the principle of starting where the youngsters are, the staff conducted dances, arranged banquets and ballgames.

One club decided to have a beauty contest in order to do something different. It was a success in part; however, taste in selection of bathing suits was poor, and jewelry and trinkets were worn to excess without regard for the wearer's personality or attire. Facial makeup was improperly done and in some cases hair styling could have been greatly improved. Most of the girls had poor posture and were unskilled in the art of walking gracefully.

After this show, the girls became more interested in the advantages of a charm class program and the art of modeling. "Modeling"—the word was like magic. Now they really *wanted* a modeling class.

The next job was to find someone who could conduct such a class—on a volunteer basis. The recreation department was attempting to meet a need that had not been heretofore recognized in the local recreation program, and there was no one on the staff for the new assignment.

Mrs. Annette Bruce, who had appeared in a local fashion show, and had been on the staff at one of the local physical culture studios, readily agreed to volunteer several hours each Saturday afternoon. Although she had never conducted such a class, she had received some training in physiotherapy and was vitally interested in posture.

Sixty-seven girls, from fourteen to eighteen years old, registered for the modeling class in October, 1950. The group included many girls who were in the teen clubs and sports groups and, also, several girls who had little interest in the other activities of the program.

Mrs. Bruce concentrated on exercises and walking, sitting, and standing correctly to develop good posture. The class also included the art of modeling clothes and instructions in etiquette and the social graces. The girls were thrilled with their own progress and later, in discussion groups, selected other subjects they would like to have covered. These included dating, boy-girl relationships, how to make friends and overcome shyness, personal hygiene, makeup, hair styling, fashions and style selections, party planning, and parent-child relationships.

Local doctors, ministers, social workers, and beauticians who were interested in youth were called upon to lead discussions on some of the topics. At least a half hour during each meeting was devoted to exercising.

Mrs. Bruce interviewed each girl personally and spent much of her own time visiting homes and counseling girls with special problems. To those who were too heavy for their age she gave special corrective exercises, and with a doctor's help, she planned diets which would give energy yet not increase weight. She encouraged those whose excessive weight was the result of overeating or glandular disturbance to be graceful and self-confident, and taught them how to select dresses and colors that were right for them. Homely girls learned that everyone has some good quality which can be emphasized to good advantage. These were just a few of the special problem cases that arose, and all of them were either helped by Mrs. Bruce or directed to the proper

DOROTHY W. SEEL *is the resident head director of deFremery Recreation Center in Oakland, California.*

person who could assist them—doctor, nurse, minister, or parent.

The class enrollment increased, and our next consideration was to plan a special event to break the monotony of regular meetings. The girls said, "Let's have a fashion show around the swimming pool and call it 'Aqua Fantasy in Fashions.' "

The boys, by this time, wanted to be a part of the program. They joined the girls in rehearsing dances, songs, and in making costumes and props. Clothes to be modeled were borrowed from the local stores. The swimming instructor prepared her pupils. Publicity was widespread; and the "Aqua Fantasy in Fashions" was held in September, with more than three hundred spectators.

Mrs. Bruce also spent many Sundays taking groups to different churches, and she encouraged the teen-agers to attend the church of their choice.

When the girls began to realize the value of the different kinds of information they were receiving, they discussed a name for the group and finally decided to call it the "Charm Class."

Each girl was asked to write an essay on "Why I Joined the Charm Class," the best essays to be delivered at graduation exercises.

The first such exercises were held on Sunday, April 29, 1951 in the center's auditorium before an audience of approximately four hundred parents, relatives, friends, and visitors. Forty girls were ready to receive their certificates. They were beautifully, but inexpensively dressed in cotton dresses of identical style. Most of the graduates made their own dresses, and those who could sew especially well helped the others. They had selected a pattern with a plain cotton bodice, which they made of different pastel colors with white organdy skirts.

Various leaders in the community were invited to appear on the program, to give it status and to offer them an opportunity to witness this kind of program—as sponsored by a public recreation center. The program included music, an invocation, a reading of the essays, fashion show, modeling by a professional model, presentation of certificates, recognition of volunteers, singing, and benediction.

Mrs. Bruce's natural charm, sincerity, and genuine interest in helping others contribute much to the success of the program. The girls love her. She instituted a system for them to pay ten-cent dues when they could afford it, so that the funds could help defray graduation expenses of those members who were unable to purchase their dresses or shoes. The spirit which was thus created worked like a charm. The girls willingly complied, and those who were in need of help were made comfortable in requesting it.

After the 1951 graduation exercises the teen-agers asked that the class be continued. The recreation department superintendent and the administration were very much impressed with the personal development and happiness of the girls, and with how this activity had helped to balance the clubhouse program. Mrs. Bruce was put on the payroll to continue the class.

The adults then began to call daily asking for a class in personality development; and an adult charm class was organized in May 1951. Fifty-two women registered and received similar instruction, except that the adult program was geared to meet the needs of mothers, career women, and young adults. After six months, thirty-five women received certificates and asked that the class continue. As a result twenty-two more women were graduated in June 1952.

During this period the teen-age class was continued under the original setup. In order to encourage the participation of the girls who had received certificates in the first class, they became teaching assistants, and they have rendered valuable service.

The girls agreed that they were receiving good training in etiquette, but that their boy friends did not react favorably because they had not received similar training. After the second graduation program the teen-age boys expressed their desire to have a similar class, and an "Escort Class" was organized for them. Approximately thirty-five registered. Enthusiasm was high but attendance was not regular. Apparently there was too much pressure from the gang who felt it was not manly to be connected with a counterpart of a girls' charm class. However, at the third charm class graduation program in October, 1953, fifty-four girls and twenty-two boys from the escort class graduated.

The value of this kind of program has been felt in the entire community. The youth in other centers in the area began to ask for charm classes. The girls who had been trained were outstanding in the fashion shows sponsored by the schools, churches, and clubs. Other community groups began to call upon Mrs. Bruce and the teaching assistants to aid them with their style shows.

Association with the class has been a satisfying experience for members and directors. Our present class of one hundred and five girls is larger than any previous enrollment; however, this is not the only charm class, there are six others being taught in other Bay Area centers.

This activity, which was established on an experimental basis, has become a solid part of various programs, and hundreds of youngsters are now learning how to be charming citizens of today and tomorrow. ●

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"CHILDREN'S DAY" *at the Fair*

Maurine Evans

"The Illinois State Fair is doing a great deal to publicize the work of various recreation departments in the state"
—Robert Horney, *NRA District Representative.*

The Pigtails Champion. Children took part for fun and joy of participating. In all events each child received a pin, replica of State of Illinois, for participation.

OPENING day, designated as "Children's Day," brings many children with their fathers and mothers to the Illinois State Fair, which has a reputation for being an outstanding agricultural and educational fair. For many years the main attraction for children was the carnival; but five years ago, it was decided to plan a specific program for them.

The 1954 program was planned for boys and girls under sixteen years of age, and opened with a junior king and queen competition, where couples sponsored by newspapers, cities, service clubs, youth groups, lodges, veterans' organizations, or other groups were given five minutes to tell of the organization they represented, put on a skit, or perform as they desired. This was the first year for this event and eleven couples participated. The winners were selected by vote of the audience, and were crowned by Governor Stratton.

A kiddies' amateur program was presented in the Illinois Building, with a junior MC in charge, where over fifty contestants representing approximately twenty-five communities gave an entertaining and varied program. One of the outstanding events was "De Jolly Follies" presented by fifty-five youngsters from the recreation department of Peru, Illinois.

Other events included a junior Olympic track and field meet, a basketball throw, and a girls' horseshoe pitching contest for the athletic boys and girls under fourteen. The ninth national newsboy newspaper throwing contest attracted over three hundred entries sponsored by newspapers or news agencies for which they were bona fide carriers. A model playground was set up by the J. E. Porter Company of Ottawa, Illinois, where children under twelve years could enjoy the latest in swings, slides, and so on, under supervision.

Our program was further varied to include checkers, jackstones, beanbag board contest, rope skipping, contests to select the boy or girl with the most freckles, largest pigtails, the brightest red head and the most curls, so that each youngster might have a class in which to participate. Through the cooperation of the Duncan Yo-yo company of Chicago, a state-wide Yo-yo contest was held. For the wee ones, there were the baby pageant and the doll buggy parade with various classifications. Children representing nursery rhymes, movie characters, and Mother Goose characters paraded down a white canvas to the judges' stand, where competent judges selected the winners. Originality, appearance, ease, and likeness of character portrayed formed a basis for the judges' decision.

Two drill teams from the Champaign Douglas Community Center entertained with intricate drills, an educated horse performed for the enjoyment of children and parents, and a trick mule which some of the children tried to ride gave everyone in the coliseum a hearty laugh.

Contests in which the audience participated were the climax of the program in the coliseum. Age classifications, as well as mother and child events, were a lot of fun for both participants and audience. Local merchants sponsored the contests and merchandise awards were provided. We feel that in this type of program, children should participate for the fun and joy of participating rather than being able to say, "I am better than John," or "Mary," as the case may be. Therefore, in all events each one received a participation award, a pin which was a miniature replica of the State of Illinois engraved with the words "Illinois State Fair." All other awards had the same little Illinois replica made especially for us; Governor Stratton trophies were awarded to the champions.

MRS. MAURINE EVANS *is the assistant director of the Playground and Recreation Commission, Department of Recreation, Springfield, Illinois.*

Twenty-five classes of junior culinary art gave boys and girls a chance to be selected "Grand Champion Cook of Tomorrow." The grand champion award is given according to the point system of premiums won in individual classes.

The craft center included craft displays by many recreation departments throughout the state, YMCA's, Scouts, and so forth, as well as articles entered by individual children for competition. In the booth exhibits, each child received a miniature blue ribbon and each group received a Governor Stratton participation award.

A "learn-to-do-it" program was a part of the handcraft center program in the Textile and Art Building. Recreation departments were invited to participate in the craft activities. The projects were simple enough to be made in a short period of time, did not require too many tools, and were inexpensive. Kit-type projects were recommended. This program was not a money-making scheme, but a charge was made for supplies necessary to make a project. Leaders of all youth groups, home bureau leaders, and teachers, were invited to participate. Two days were designated as "learn-to-do-it" days, but many of the demonstrators stayed on during the entire fair. Commercial companies were invited to set up exhibits and to send demonstrators for the two-day period. The response to this program was good and I am sure it will be included again.

In cooperation with the Illinois Federation of Square Dance Clubs and the Illinois Callers Association, two square dance programs were held. On the first Saturday of the fair, adult square dance groups from all over the state participated in a program of square dance exhibitions and in the evening a fun festival sponsored jointly by these two associations and the Illinois state fair management was held on the main street of the fairgrounds. Everyone was invited, and space was available for thirty sets to dance at one time.

Some three thousand spectators, as well as the thirty sets participating, showed the popularity of this type of free entertainment. On Monday, youth groups gave exhibitions of square dancing in the Illinois Building.

In addition to the events on children's day, there is a junior department where the 4-H Club members and the Future Farmers of America students have their exhibits and program daily throughout the fair. There are also the high school band contest, the baton twirling contest, solo and band competition for accordions and fretted instruments, and the hobby show, which attracted many entries from junior collectors.

Many cities have sent bus loads of children to participate in this one day of activities and it has been included as a part of the summer playground programs of many recreation departments in the state.*

The state of Illinois is to be commended for offering boys and girls of the state an opportunity to meet with each other in recreational and educational activities on this one day.

* The Illinois State Fair booklet may be obtained by writing to the Illinois State Fair, Strother G. Jones, General Manager, Springfield.

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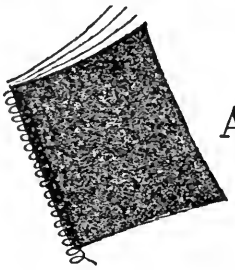


A REPORTER'S NOTEBOOK

Honored

● *Mrs. Paul Gallagher*—at the dedication of Rachel K. Gallagher Park in Omaha, Nebraska, in July. Joseph Prendergast, executive director of the National Recreation Association, and Mayor Rosenblatt were speakers. Mrs. Gallagher is a board member of the Association and is active in behalf of recreation both nationally and locally.

● *Mrs. Rollin Brown*—in a recent election to the presidency of the National Congress of Parents and Teachers at their fifty-ninth annual convention. Mrs. Brown, resident of Los Angeles, is board member of the National Recreation Association, and past president of the California Parent Teachers Association.

● *John J. Downing*—at a re-dedication of Triborough Stadium, Randalls Island, New York City, which was renamed the John J. Downing Memorial Stadium by Parks Commissioner Robert Moses in honor of the city's late director of recreation. Mr. Moses praised Mr. Downing's accomplishments and said, "No one did more to anticipate and meet youth problems in this city than he. Further, he sought neither credit nor publicity in the performance of his duties."

● *Dorothy Enderis*—in a biographical sketch by Miss Lela B. Stephens. Miss Enderis who died in July, 1952 (RECREATION, September, 1952) was guiding hand in the recreation program of Milwaukee, for thirty-six years. The sketch entitled, "The Lady of the Lighted Schoolhouses," was written for the Committee on Pioneer Women and Research of Delta Chapter of Delta Kappa Gamma, Milwaukee, Wisconsin. Among quotations taken from Miss Enderis' talks is the following: "A playleader who perfunctorily carries on activities and guards his playground against physical mishap has a job. He who adds skill and techniques to these duties creates a profession. But, he who crowns his profession with consecration and devotion performs a mission; and the children, youths and adults who come to him for play and sport carry away deeper values and greater riches than the mere memory of a happy day, and the community which has entrusted to him the sacred leisure hours of its citizenry shall call him blessed."

Alan Burritt Dies

● Alan Burritt, recreation planner, landscape architect and recent member of the National Recreation Association planning staff, died in July at his home in Manhasset, New York, at the age of fifty-eight.

Formerly he had been head of the Department of Landscape Design at the University of Florida, and more recently had served as Town Planner for the Tennessee Valley Administration, landscape architect and planner for several federal housing agencies in Washington, D. C. He joined the National Recreation Association in New York in 1944, and held this position until his retirement in 1951.

Mr. Burritt was known not only among NRA staff and friends for the beautiful hooked rugs he had made during the last thirty-five years, but he had received national recognition for this art.

New Contest

● A contest to obtain an emblem for the settlement movement is being sponsored by the National Federation of Settlements. The deadline for entries is January 1, 1956. First prize is $100, second prize $25, and third prize $25. The emblem should be simple and easy to recognize and should represent the idea, goals and pioneering spirit of settlements. A committee of distinguished designers interested in settlements, plus representatives of the National Publicity Council for Health and Welfare Services, Inc., and representatives of the Community Chests and Councils of America will be the final judges. Send emblems to: EMBLEM CONTEST, Public Relations Committee, National Federation of Settlements, 226 West 47 Street, New York 36, N. Y.

Facts and Figures

Colorado: Rocky Ford and Sheridan have approved bond issues for extension and improvement of water systems. In Center, a thirty-member citizen's committee has been formed to map out a summer recreation program. It has proposed a $1,000 budget to finance a paid athletic director and a paid music director for two months. In La Junta, bonds totaling $88,000 have been issued to finance a new swimming pool. The bonds will be paid off by electricity revenues.

New Jersey: Plans are under way for developing a ten-mile stretch of sand dunes into a state park and wild-life sanctuary. The state acquired the land in 1953 and Governor Meyner has stated that a thorough plan must be worked out before any concrete steps are taken. The tract extends from Point Pleasant to Barnegat Light.

Growth in New York City

● A $250,000 gift from the Florina Lasker Foundation will make possible construction of a new indoor-outdoor recreation center to be constructed in Central Park. The plans include a one-story building, with piano, television room, radio room and kitchen, and outdoor dining terrace. Older people who now use this area are delighted.

The center will be staffed with park department personnel, "trained in recreation leadership and with special insight into the needs of the older generation."

● The first golden age center operated by the Department of Parks in cooperation with a social service agency was dedicated in May on New York City's lower East Side. The building was formerly a children's center but was made available to men and women over sixty-five because the membership at the University Settlement was growing too large for their old building. Parks Commissioner Robert Moses said this was the first in a series and will be an experiment. The center has modern furniture, a television set, radio-phonograph and card tables. Light refreshments can be prepared in the kitchen.

● A Garden of Fragrance for the Blind has been opened at Brooklyn Botanic Garden. Flowers and herbs chosen for their aroma and benches of scented wood are featured. Braille signs give the plant names and visitors may feel or crush the foilage. The garden has a system of guide rails and attendants.

Bank Provides Play Area

● The Northwestern Bank of St. Louis, Missouri, is using its private parking lot, covering more than 7,000 square feet, as an afternoon play area. When the bank closes in mid-afternoon, forty to fifty children attend the playground which has facilities for basketball, volleyball, badminton and hop-scotch. At closing time (9 P.M.) nets come down and equipment is put away. The cost to the bank was about $1,500, plus cost of the electricity used. Bank officials received help from Grace Hill House, a Community Chest agency, in providing supervisors for the playground and also in the planning of the new recreation area. Bank officials hope that other concerns will emulate this plan.

AAU Swimming Award

● The A.A.U. recently received a new international swimming award which will hereafter be presented annually to the "individual or organization who through competitive performance, educational or instructional achievement, writing or development of original material, or by a continuing unselfish effort to establish swimming facilities—has made the most outstanding contribution during the year to swimming on a national or international level." The award statue, shown, was designed by Joseph Brown, noted sculptor who spoke at the recent recreation congress in St. Louis.

Two New Signs on Display

● A message urging support of the work of the National Recreation Association is on display at two very prominent points in Essex County, New Jersey. Through the courtesy of the United Advertising Corporation of Newark, large painted bulletins, such as the above, at Central Avenue and Sanford Street in East Orange, and at Park Place and Saybrook Place (Military Park) in Newark, carry the request to HELP KEEP AMERICA STRONG WITH PLAYGROUNDS AND RECREATION. The bulletins also suggest, "Send Your Contribution to the National Recreation Association." Both are lighted, and during an average eighteen hour day they confront a combined pedestrian traffic of more than 140,000 people. (See RECREATION, November, 1954, page 530, for report of a similar sign at California.—Ed.)

Conferences

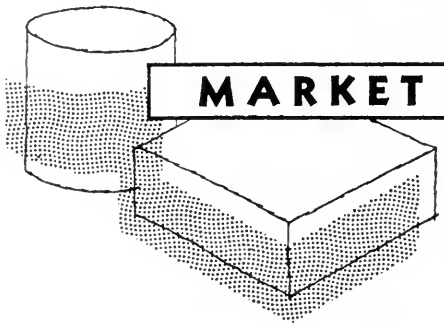
● Herb Price writes us, from Los Angeles, that scholarships in the recreation education department of Los Angeles State College are presented annually to the most outstanding and deserving recreation majors—men and women—by the Los Angeles Recreation Directors Association. The presentation occurs at the annual in-service training institute sponsored by the college and District XIV of the California Recreation Society. This year, fifty-dollar awards went to Dorothy O'Brien, recreation faculty, Los Angeles State College and George Willott, chairman, recreation education department, Los Angeles State College and chairman of the institute.

The program of the college-prepared institute was based on the theme "Are We Effectively Communicating?" and was primarily concerned with the use of all types of audio-visual materials, and equipment by recreation departments. The planning committee consisted of members of the college recreation and audio-visual faculties, representatives of each local recreation department serving the district, and recreation-education students of the college.

New Materials

○ A hunter safety course prepared by the National Rifle Association of America and given on a voluntary basis by its qualified members is described in a booklet that may be obtained by writing to the National Rifle Association of America, 1600 Rhode Island Avenue, Washington, D. C. The course presents information concerning the operation of guns, safe gun handling, good shooting, and the hunter's responsibility.

● Committee members from Cleveland's twenty-two youth centers are writing a booklet entitled, "Activities for Teen-Agers by Teen-Agers," for the Cleveland Board of Education Community Centers. The Sub-Committee on Youth Education of the Cleveland Railroad Community Council sponsored a meeting between the teen-age representatives and members of the Adult Advisory Committee. The meeting was preceded by a dinner in a railroad diner, with a railroad coach being used for the meeting. The coordinator for the project is Dorothy Woods, 19-year-old student at Fenn College. Educators and civic leaders, together with representatives of the railroads, are advisors for the project, which is attracting much attention. The booklet will be distributed free upon request.



NEWS

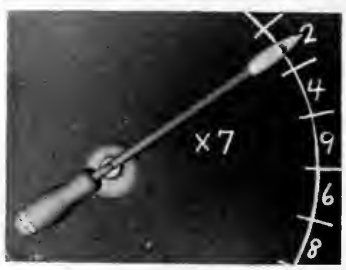
If you are interested in any of these products, write directly to the manufacturer at the address given. PLEASE *mention that you read about it on* RECREATION *magazine's Market News page.*

♦ Bowlite, a lightweight, full size, portable bowling game, is played and scored just like the ten pin game at any bowling alley—and makes this popular pastime possible for indoor and outdoor use at recreation centers, schools, institutions, almost any place at any time. The set includes regulation-size plastic pins, a rubber ball, a backstop, set-up sheet, and scoreboard; and it weighs only about twenty pounds altogether. The ball, which features finger grips for a large or a small span, weighs about two pounds; the pins weigh about one-eighth as much as the regulation ones; and the backstop, which has a metal-tubing frame with heavy net webbing to catch the pins during play, collapses to form a carrying case for the set. Recreation workers who have tried the set have been very enthusiastic about it. Armstrong Harris Company, P. O. Box 124, Oak Ridge, Tennessee.

♦ Micro Sign Plastic Letters provide an almost unlimited variety of attractive sign and display adaptations. These plastic letters and numbers adhere to wood, paper, plaster, glass, paint, fabric, plastic, or any material by using either Micro Magic Solvent or Micro Magic Cement. They are available in six sizes, ranging from one-quarter to two inches, in eight colors, and in standard, condensed, and modern type style depending on size. Micro Sign Products, 2909 Santa Monica Boulevard, Santa Monica, California.

♦ Stanley Magic Door Controls speed the flow of people where doors are very busy. The door controls are of two basic types: "Magic Carpet" and "Magic Eye." The "Eye" is an electronic control which opens the door whenever a person intercepts the cross ray, closes it when passage through the door is completed. The "Carpet" is laid through the door opening, and when someone steps on it, it actuates the door. Detailed sketches and full operating and installation information are included in the "Magic Door" Catalog which is obtainable from The Stanley Works, New Britain, Connecticut.

♦ The "Knee-Hi" Alumafold Table is designed especially for use by children from three to seven years of age. This folding, aluminum table is only twenty-two inches high, sixty inches long, either twenty-four or thirty inches wide, and has a durable, scratch resistant, easily cleaned top. Like the standard size Alumafold models, the "Knee-Hi" folds easily and compactly for storage, and its light weight (only nineteen pounds) enables it to be carried from place to place. P. B. R. Manufacturing Company, H and Luzurne Streets, Philadelphia 24, Pennsylvania.



♦ Spin-a-test, or Blackboard Spinner, recently introduced to classroom teachers throughout the country as a means of converting any subject into a game and thereby increasing the retention on subject matter, is an accurately-balanced hardwood spinner, eighteen inches long, on a three-inch suction cup for attaching it to vertical surfaces. The spinner can be readily adapted to a variety of quizzes, contests, and games for recreation programs. Spin-a-test Company, Department 650, P. O. Box 241, Hermosa Beach, California.

♦ The problem of projecting pictures in the brightly lighted classrooms of today's modern schools is discussed and analysed in a new pamphlet, *The Role of Projection Screens in Lighted Classroom Projection.* It describes recent research in improved screen surfaces, the limitations of present-day projection equipment, and comments on developments now in progress. Copies are available from the Radiant Manufacturing Corporation, 2627 West Roosevelt Road, Chicago 8, Illinois.

♦ You can *stop rust*, and save metal surfaces, by applying Rust-Oleum 769 Damp-Proof Primer directly over a rusted surface. This product which will help you keep playground and park equipment looking its best. It is good for swings, wire nets, fences, backstops, slides, "monkey bars," trash receptacles, outdoor bleachers, trucks and tractors. Rust-Oleum Corporation, 354 Jackson Avenue, New York City.

Texts by MOSBY in the P. E. Field!

Methods and Materials in School Health Education

By Leslie W. Irwin, James H. Humphrey and Warren R. Johnson

In Preparation

The preparation of this book was prompted by the need for a text for teachers in service and prospective teachers to show them "how to teach" and to orient them in health education. All of the material is based on research and many years of teaching and supervision of teachers on the part of the authors. All of the examples of teaching methods have proved successful in practical teaching situations at the various grade levels. It is especially designed for use in health education courses for the teaching of health. It will be particularly useful for courses which prepare elementary classroom teachers who will eventually have the responsibility for the health of Children. It will also be an excellent reference work for teachers, school administrators, and supervisors. It incorporates the most modern methods of teaching health from grades 1-12. Full chapters are given to certain topics which are given only brief mention in other texts—for example: full charts in demonstrations; field trips, concepts of method, unit method, etc.

"Education Through Physical Activities"

By Pattric Ruth O'Keefe and Anita Aldrich

262 Pages. 154 Illustrations. PRICE $4.50.

This book is unique in that it not only presents the activities that should be included in the elementary school physical education program, but clearly shows how the program can be organized and conducted in the many school situations throughout the country in which facilities, equipment, and available space often affect the nature of the program. The authors present in a practical and logical way the bases for selecting activities, the fundamental principles underlying the program, the objectives of a program, the desirable amount of time to devote to the total program, and the numerous activities and criteria for evaluating the activities.

"Principles and Techniques of Supervision in Physical Education"

By Leslie W. Irwin and James H. Humphrey

344 Pages. PRICE $4.50.

This book covers all the latest and most modern techniques and methods of supervision. It relates the supervision to the entire academic process as well as to health and physical education. Where other texts in this area have tended to cover the general area of supervision rather than the specific field of physical education, this new book offers complete coverage of the field of supervision in physical education. It elaborates upon techniques of supervision, and presents successful methods that have been used in school situations. It offers numerous ways of inaugurating and implementing a program of supervision in physical education; and is designed for a one-semester course.

"Administration of Tests in Physical Education"

By Raymond A. Weiss and Marjorie Phillips

278 Pages. 91 Illustrations. PRICE $4.50.

The information in this book is designed to supplement the material found in the measurement texts, not duplicate it—thus providing a single source for test instructions. Previously it was necessary to consult numerous sources, many of which weren't readily available or which failed to separate the essential information from the details of the research procedure. These details were far beyond the comprehension of the average beginning student and thus confused him. With the organization of all materials in an orderly fashion through the use of a standardized form which eliminates the technical details of the research method, it is hoped that the learning process will be greatly facilitated.

"Methods and Materials in Physical Education and Recreation"

Edited by Charles A. Bucher

423 Pages. Illustrated. PRICE $6.25.

This book represents a compilation of the best methods and materials available for the teaching of physical education and recreation activities. In the field of physical education, it is applicable to the elementary, junior high school, senior high school, and college levels. In the field of recreation, it is applicable to the various school and community settings where such programs are conducted. It has been written by 16 qualified authors in the fields, from various parts of the U.S., who are specialists for each of the groups into which the activities have been classified.

"Administration of School Health and Physical Education Programs"

By Charles A. Bucher

480 Pages, 84 Illustrations. PRICE $5.50.

This book is concerned with administration as related to school programs of health and physical education, with implications for reaction. It covers administration of both school health and physical education programs. Both areas are treated in a way which recognizes each as a specialized professional field of endeavor. Democratic administration is a main concern of this book and permeates all the principles discussed. The policies concerned with planning, human relations, and personnel are of concern to all administration, regardless of specialization. This is a new approach and greatly enriches the content of this book. It contains the latest trends regarding administration of school health and physical education programs.

THE C. V. MOSBY COMPANY, 3207 Washington Blvd., St. Louis 3, Mo. **Date**_____

Gentlemen: Send me the book(s) checked with (X) on 30-day approval. Teachers discount of 10%. (It is understood that, in the event the books ordered are adopted as a text at our school that the charge for my copies will be cancelled).

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_____ O'Keefe-Aldrich "Education Through Physical Activities" $4.50

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_____ Bucher "Administration of School Health and Physical Education Programs" $5.50

_____ Weiss-Phillips "Administration of Tests in Physical Education" $4.50

_____ Bucher "Methods and Materials in Physical Education and Recreation" $6.25

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Hospital Capsules

Beatrice H. Hill

The following report, by Martin W. Meyer, who is chairman of the Council for the Advancement of Hospital Recreation, presents the purposes of this new organization.

Progress in recreation for the physically and mentally handicapped individual, particularly within hospitals and institutions, has been rapid since the end of World War II and its direction often confused. When three professional organizations began representing the recreation leader functioning in this area, it became apparent that the energies and talents of the leaders in hospital recreation were being greatly dissipated by directives from the three and were often working in different directions. A planning meeting was therefore called to discuss the problem. Representatives of the Recreation Therapy Section, Recreation Division of AAHPER, the Hospital Section of the ARS, and the National Association of Recreation Therapists, met informally with the hospital consultant for the National Recreation Association in the offices of the National Education Association in Washington, D. C., on November 4, 1953.

At this meeting it was decided to form The Council for the Advancement of Hospital Recreation. The purposes of the council were stated as follows:

1. To provide a structure enabling professional organizations having members performing recreation functions in hospitals and institutions to work cooperatively, to raise professional standards.

2. To provide a structure for joint attack on problems; for example, better public relations, a clearing house for meetings, job analyses and classification, recognition as a profession, increased research, and recruiting qualified candidates.

3. To provide a structure for soliciting funds from philanthropic organizations or foundations.

4. To provide a structure for keeping the participating organizations informed of each other's meetings, publications, and projects.

5. To explore the feasibility of amalgamating those professional organizations having members performing recreational functions in hospitals and institutions.

One of the most pressing problems facing the council was that of uniform professional standards, which would assure the patients in the hospitals throughout the country of a recreation service administered and directed by recreation leaders with the highest possible qualifications. It was at first thought that these standards should include only professionally trained recreation leaders. Owing to budgetary limitations and unavailability of trained recreation leadership, however, a subprofessional group is carrying a large portion of the hospital program, particularly in state hospitals, and usually under the supervision of one qualified recreation leader. Therefore, it was decided to include this sub-professional group.

To date, these standards have been approved by the Recreational Therapy Section, AAHPER, and the National Association of Recreation Therapists. The Hospital Section of the ARS will vote on the standards during their next annual meeting which will take place in Denver, Colorado, September 25-26, 1955.

The last meeting, held on June 3, 1955, in Washington, was devoted to the question of a voluntary national registration procedure. The proposed standards, when finally approved, will be the criteria used for registration. Several committees have been formed to study all aspects of this important problem. Their reports will be read at the next meeting of the council, at the 37th National Recreation Congress and the annual meeting of the American Recreation Society.

MRS. BEATRICE HILL *is consultant on hospital recreation for the National Recreation Association.*

Books & Pamphlets Received

ADVENTURES IN SINGING, Helen Sewall Leavitt, Helen Bonney Kilduff, and Warren S. Freeman. C. C. Birchard & Company, 285 Columbus Avenue, Boston 16. Pp. 128. $1.76, cloth; $1.32, paper.

CAMPING HANDBOOK, Edmund H. Burke. Arco Publishing Company, Inc., 480 Lexington Avenue, New York 17. Pp. 143. $2.00.

COMICS, TELEVISION AND CHILDREN, Floyd Anderson. Ave Maria Press, Notre Dame, Indiana. Pp. 23. $.10.

COMPLETE BOOK OF OUTDOOR COOKERY, THE, Helen Evans Brown and James A. Beard. Doubleday & Company, Inc., 575 Madison Avenue, New York 22. Pp. 255. $3.95.*

DEARBORN-JOHNSON READING KIT, Walter F. Dearborn and Philip W. Johnston. Simon and Schuster, Inc., 630 Fifth Avenue, Rockefeller Center, New York 20. $4.95.*

DESIGNING ELEMENTARY CLASSROOMS. Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. Pp. 55. $.35.

HOW TO MAKE IT — Revised Edition, Compiled by Emma Staudte. Curriculum Laboratory, Teachers College, Temple University, Philadelphia 22. Pp. 21. $.50.

HOW TO SQUARE DANCE. The Colonial Press, 1335 North Oakland, Decatur, Illinois. Pp. 67. $1.00.

INDUSTRIAL RECREATION—A GUIDE TO ITS ORGANIZATION AND ADMINISTRATION, Jackson M. Anderson. McGraw-Hill Book Company, Inc., 330 West 42nd Street, New York 36. Pp. 304. $5.00.*

INDIVIDUAL SPORTS FOR MEN, John H. Shaw, Carl A. Troester, Jr., and Milton A. Gabrielsen. W. B. Saunders Company, West Washington Square, Philadelphia 5. Pp. 402. $5.00.*

INDIVIDUAL SPORTS FOR WOMEN, Dorothy S. Ainsworth, editor. W. B. Saunders Company, West Washington Square, Philadelphia 5. Pp. 375. $4.75.*

* These publications are available from the National Recreation Association at list price plus fifteen cents for each book ordered to cover postage and handling. *Active Associate and Affiliate Members of the Association receive a ten per cent discount on list price.* Remittances should accompany orders from individuals; organizations and recreation departments will be billed on their official orders. Address orders to Combined Book Service, National Recreation Association, 8 West Eighth Street, New York 11, New York.

PUBLICATIONS

Covering the Leisure-time Field

Exploring Papier Mache

Victoria Bedford Betts. Davis Press, Inc., Worcester, Massachusetts. Pp. 134. $6.00.

In a light-hearted, adventurous spirit, this book presents ideas and methods for making useful and varied objects from papier mâché. It emphasizes thorough techniques combined with a wide scope for exploration. All material is graded, from the simplest forms for the beginner to those suitable for professional use.

Mrs. Betts has been closely associated with children as a teacher of the arts and crafts. She is a talented designer and artist, and has conducted training workshops for students and leaders in the teaching and group work professions. She is also aware of a parent's need to understand basic arts and crafts skills for use in the home. Therefore numerous individual and group activities are presented that are applicable for home, camp, school, recreation center, and other areas where originality and three-dimensional design add interest. Such specific ideas are covered as holiday decorations, party favors, wall displays, figure and animal construction, games, toys, and masks. Details are described and illustrated.

The book has eye appeal with large easy-to-read print, delightful line drawings, and helpful photographs. You will find it stimulating from cover to cover. The last chapter includes an excellent "sources and resources" that you will certainly want to explore.—*Shirley Silbert*, instructor at the Craft Students League of the YWCA and at City College Extension Division, New York City, and president of the New York Society of Craftsmen.

Your Annual Meeting

Bernard Carp. National Publicity Council for Health and Welfare Services, 257 Fourth Avenue, New York 10. Pp. 168. $3.50. ($2.50 to members of the National Publicity Council.)

Things have been happening to meetings in recent years. Round tables, workshops, seminars, clinics are being used more and more to increase group participation in meetings and to improve the results of meetings. Greater selectivity is being used in deciding whether speaker, panel, symposium, debate, or forum will best serve the purpose of a meeting. Even dramatization has become an effective tool in the meeting situation — socio-drama, psycho-drama, role playing.

Meetings whose forms are set are benefiting from more careful planning, greater participation of committees, careful determination of purpose, better publicity procedures, learning from this year's mistakes for a better meeting next year.

Your Annual Meeting applies to the annual meeting some of the recognized principles of planning and conducting meetings. Although the book is written primarily for those concerned with annual meetings, it should prove helpful as a source of ideas which can be used in many different situations. — *Robert Gamble*, Field Department, NRA.

This Is Dinosaur

Wallace Stegner, editor. Alfred A. Knopf, Inc., 501 Madison Avenue, New York 22. Pp. 97. $5.00.*

Those who are interested in the greatly debated problem of conserving our national parks, the controversy over Dinosaur National Park, and all delegates who are planning a trip through mountain regions while in Denver, should not miss this book. Mr. Stegner does an excellent job of telling the story of Dinosaur, building a case for its preservation, and points up the general significance of national parks for the American people. Beautiful illustrations are included; and a striking brochure about Dinosaur is enclosed in the book.

Playground Facilities for Rural and Small Elementary Schools

Harold J. Cornacchia and John E. Nixon. Stanford University Press, Stanford, California. Pp. 43. $1.50.

Many shortcomings of rural and small elementary schools can be attributed to inadequate playground space and facilities, according to the authors of this booklet which is the fourth in a series of educational administration monographs issued by the Stanford School Planning Laboratory. Few institutions in rural areas have anything approaching adequate playground areas, according to the authors. The chief purpose of the monograph is to demonstrate the "need for larger elementary school sites in specific terms through the presentation of actual space requirements of various play areas needed in an adequate physical education and recreation program for different-sized schools."

Consideration has been given to the activities comprising the physical education program, the spaces, facilities and equipment essential for a suitable learning environment and the proper arrangement of the spaces and equipment within the available area.

After stating the general principles that serve as a guide in determining the adequacy of school playgrounds, the authors indicate three basic areas to be essential: the apparatus area, the hard-surface area, and the turf, natural, or stabilized soil area.

The authors have made a sound approach to the development of space requirements on the basis of the specific needs of schools of different sizes with special reference to apparatus, court games, and field sports. The space requirements of these activities have been illustrated by charts showing suitable arrangements for the various areas. The material in this monograph should be exceedingly useful to all who are concerned with the planning and use of play areas in small communities.

The authors recognize that the school playground also serves as a community play area and have made space allowances for community use. It seems clear, however, that they have thought primarily in terms of out-of-school use by children and of activities related to physical education. No provision is made for such features as a wading pool or facilities for table games or quiet activities. The space suggested for the turf or natural area is too small to permit its use by older youth or adults for games such as softball. No suggestion is made that seats or benches be provided near the apparatus areas, game courts or fields, as would be most desirable on a community play area.

It is unfortunate that, in view of the authors' emphasis on the need for larger playgrounds, the space proposed for several activities seems inadequate. For example, a much larger area than thirty-five by thirty-five feet would seem to be required for a game in a thirty-foot circle—in fact, in the designs more space is allotted to it. Similarly only five feet is allowed at the end of each volleyball court—a distance which is inadequate if the area immediately adjoining is to be used for another activity.

* See footnote on page 350.

In spite of these minor shortcomings the monograph is a welcome addition to the literature on the subject. — *George D. Butler*, Research Department, NRA.

Municipal Golf Course

Verne Wickham, Editor. National Golf Foundation, Inc., 407 South Dearborn Street, Chicago 5, Illinois. Pp. 120. $3.00.

Any community or group interested in organizing or operating a municipal golf course has reason to be grateful to the National Golf Foundation for having prepared the volume *Municipal Golf Course*. This publication, which is profusely illustrated with photographs, plans, and administrative forms, deals with both the organization and operation of courses.

The first section of the book presents basic reasons why a community should provide a municipal golf course, considers the various methods of financing the acquisition and construction of a course, and discusses the basis for establishing green fees and other charges. The section dealing with operation contains much practical information with reference to such factors as reservations, rules and regulations for play, public relations, routine maintenance practices, pro shop and food concessions, operating personnel and club organization.

Of special value are the charts and tables containing information as to revenues and operating costs, green fees, special rates and reservations at courses in one hundred cities. The volume also contains financial reports and personnel charts used in a number of cities.

Calypso

Jo Culbertson. The John C. Winston Company, 1010 Arch Street, Philadelphia 7, Pennsylvania. Pp. 73. $1.50.*

Mrs. Culbertson analyzes and gives instruction in this new, four-trump game in a very clear and readable manner. From her book, we would guess this new game to be more interesting than canasta. Try it on your bridge and canasta clubs. It's fun to be first with a new game!

Art Activities Almanac, 1955 Edition

Wayne University Press, Detroit 1, Michigan. Pp. 96 (in sheet form). $2.50. (Discounts for trade and library, also twenty per cent discount for group users.)

A "must" for craft departments and leaders. Individual sheets give graphic instruction for arts and crafts projects in various media. Excellent for playground and camps as well as for the indoor center or service club. Includes holiday projects as well. Organized into beginning and advanced art activities, this collection includes eighty projects, selected for all age levels, skill levels, and year-round use.—*Virginia Musselman*, Program Service, NRA.

Group Work in Community Life

Edited by Clyde E. Murray, Marx G. Bowens, Russel Hogrefe. Association Press, 291 Broadway, New York 7. Pp. 245. $4.75.*

This book will open many eyes to the implications of the use of the group work method in working with people outside the recreation setting of an organized community center or designated play area. In fact only a small portion of it is concerned with recreation in any form. The publication deals more directly with individual group development toward a more acceptable community behavior pattern, and toward greater participation and action on neighborhood and/or community problems.

Here is a collection of group work agency experiences, in various neighborhood and community settings and situations, which reveal how the group work method was brought to bear on the living conditions and group behavior patterns in a slum area, a defense impacted area with trailer villages and temporary housing, the street gang in their own locale, and miscellaneous experiences in related situations.

In their conclusions the authors point out that from a scientific point of view the experiences, in the settings described here, are far from complete because of the lack of good written recordings by the workers involved. One feels as one reads the book that there are many unanswered questions as to techniques used, result of worker and group actions, and the need for more objective analysis as projects proceeded. These are not serious shortcomings, however.

The reviewer would recommend this book as a good reference and resource for any worker or leader who might be called upon to work in a similar setting, and as "must" reading for those who would like to broaden their understanding of the group work method in community life outside the traditional recreation setting.—*John J. Collier*, Acting Pacific Southwest District Representative, National Recreation Association.

Introduction to Recreation Education

John H. Jenny. W. B. Saunders Company, West Washington Square Philadelphia 5. Pp. 310. $4.50.*

Dr. Jenny, who is associate professor and coordinator of the recreation curriculum at Temple University, Philadelphia, presents good material for student background reading to reach an understanding of the present day need for recreation services and of what they should consist. He briefly traces recreation history through the ages, illustrating its pace in man's daily life. The remainder of the book is devoted to leadership, program, and facilities, with a chapter on financing, also one on employee recreation, and one on hospital recreation. An appendix presents job evaluation forms, oral interview rating forms, and others. Each chapter is followed by a bibliography.

Executive Responsibility

Ray Johns. Association Press, 291 Broadway, New York 7. Pp. 258. $4.00.

Although it was published last fall, we have not previously had room to do other than list this book; and we call it to the attention of administrators and leaders now, rather than skip it altogether. Written in the light of recent studies in business and industry, primarily for executives of voluntary and public community service organizations, it deals with: specific areas of responsibilities—boards, staff, finances, service; elements of the administrative process —communication, decision making, authority, leadership; and with the human relationships involved in organizational activity. Suggestions for further reading follow each chapter. Dr. John's book is for the thoughtful, progressive executive who wants to improve his own performance and who realizes the value of proven administrative principles and practices.

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Recreation Leadership Courses

Sponsored by the National Recreation Association

and

Local Recreation Agencies

September, October and November, 1955

HELEN M. DAUNCEY Social Recreation	Atchison, Kansas October 10-13	Gordon J. Guetzlaff, Superintendent of Recreation, City Hall
	Wilmette, Illinois October 17-20	Russell A. Perry, Superintendent, Wilmette Recreation Board, 726 Ridge Road
	Marion County, Alabama October 31-November 3	Solon Gregg, County Superintendent of Schools, Hamilton
	Washington County, Alabama November 7-10	T. B. Pearson, County Superintendent of Schools, Chatom
	Sumter County, Alabama November 14-17	E. W. Mellown, County Superintendent of Schools, Livingston
	Perry County, Alabama November 28-December 1	L. G. Walker, County Superintendent of Schools, Marion
ANNE LIVINGSTON Social Recreation	Wellington, Kansas September 19-22	Mrs. T. T. Word, 111 East Maple
	Clovis, New Mexico October 10-13	Robert Vivian, Box 629
	Lubbock, Texas October 17-20	A. C. Hamilton, Superintendent of Recreation, City Hall
	Fort Worth, Texas October 24-27	Harry Taylor, Director of Recreation
	Abilene, Texas October 31-November 3	Scott Fikes, Park and Recreation Department
	Wichita Falls, Texas November 7-10	Spencer Ellis, Director of Parks and Recreation
	Oklahoma City, Oklahoma November 14-17	Walter Gray, Jr., Community Workshop, Oklahoma Library Division, 3rd and Robinson
GRACE WALKER Creative Recreation	United States Assembly of Youth Oberlin, Ohio September 8-13	Miss Bernice Bridges, Director, Education-Recreation Services. National Social Welfare Assembly, Inc., 345 East 46th Street, New York
FRANK A. STAPLES Arts and Crafts	St. Paul, Minnesota September 19-21	Ernest W. Johnson, Director of Public Recreation, 445 City Hall

Helen M. Dauncey and Anne Livingston of the training staff will be in attendance at the National Recreation Congress, Denver, September 27-October 1, 1955.

Attendance at training courses conducted by National Recreation Association leaders is usually open to all who wish to attend. For details as to location of the institute, contents of course, registration procedure, and the like, communicate with the sponsor of the course as listed above.

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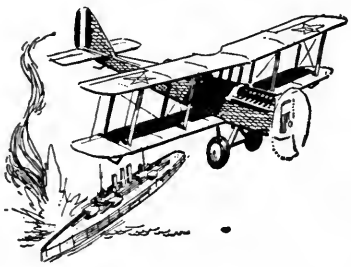

ADMIRALS smiled when, in 1921, he claimed air power could sink battleships. And Mr. Josephus Daniels, the Navy secretary, said he was "prepared to stand bareheaded on the deck of a battleship and let General Mitchell take a crack at me with bombing airplane."

But in an actual test, the most heavily armored dreadnaught ever built sank in minutes under the sledge-hammer blows of the world's first 1-ton bombs—bombs built to Billy Mitchell's order.

Mitchell was used to disbelief. In World War I, Pershing called his idea for dropping infantry by parachute absurd. "Experts" laughed when he talked of putting cannon in planes, scoffed when he predicted air speeds way in excess of 200 miles.

In his early fight for a strong air force, Mitchell saw very dark days. Yet he never lost faith in the American people, nor they in him. For they recognized his clear foresight and great fighting heart as part of the real American spirit.

It is this courageous spirit that makes America strong—so strong, in fact, that our country's Savings Bonds are regarded as one of the finest investments in the world.

Why not take advantage of that strength? Use United States Savings Bonds to guard your future, and your country's future. Invest in them regularly—and hold onto them.

It's actually easy to save money—when you buy United States Series E Savings Bonds through the automatic Payroll Savings Plan where you work! You just sign an application at your pay office; after that your saving is done for you. And the Bonds you receive will pay you interest at the rate of 3% per year, compounded semiannually, for as long as 19 years and 8 months if you wish! Sign up today! Or, if you're self-employed, invest in Bonds regularly where you bank. There's no surer place to put your money, for United States Savings Bonds are as safe as America!

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Recreation

NATIONAL RECREATION ASSOCIATION • OCTOBER 1955 • 50¢

5 ESSENTIAL PUBLICATIONS for Every Recreation Library

★ In-Service Education for Community Center Leadership (226) . . . $ .85

Life, enthusiasm, skill, and understanding brought by recreation leaders to their daily work make the community center a real asset to its neighborhood. Skilled use of every available means to improve leadership is the responsibility of each recreation supervisor and executive. A *good* in-service education program is essential. This book is a guide to such a program for *all* recreation leaders. It includes material on philosophy and practice, procedures and methods, outlines of sample meetings, materials and services for the program, and bibliography. Prepared by Donald B. Dyer and staff of the Department of Municipal Recreation and Adult Education, Milwaukee, Wisconsin, for the Committee on In-Service Training of the National Advisory Committee on Recruitment, Training, and Placement of Recreation Personnel.

★ Playground Leaders—Their Selection and Training . . . . . $ .85

A practical guide for everyone concerned with better playground programs. Why *are* playgrounds so important? Where do we find good leaders? How do we select them? Exactly what should be covered in pre-service training courses? How can we judge whether leaders are doing a good job? Answers to these and other questions are found in this book. Included are sections on: playground leadership—what to look for and where to look; preparing a pre-service training program for playground leaders; content of a pre-service training program; in-service training for better service. Prepared by Raymond T. Forsberg, superintendent of recreation in Waterloo, Iowa, for the Committee on In-Service Training of the National Advisory Committee on Recruitment, Training and Placement of Recreation Personnel.

★ Recreation as a Profession in the Southern Region $3.75

A report of the study by the National Recreation Association and the Southern Regional Education Board. This 160-page book analyzes the full-time recreation leader and his employment in community recreation departments, hospitals and correctional institutions, churches, camps, industry, voluntary youth-serving agencies, professional education for the field, defense agencies, and state, regional and national agencies giving special services in recreation. The volume reviews the present status as well as the history of recreation leadership in the region, and forecasts a growth which will require two and one-half times as many full-time recreation leaders as now are employed. Every recreation leader will be interested in the major findings concerning needs for recruitment and for undergraduate and graduate professional education.

★ Recreation for the Aging, by Arthur Williams $3.00

This segment of our population is all too often overlooked in planning the community recreation program, and yet these people often need far more help than younger adults if they are to achieve a rich, full life. This 192-page handbook will be of great value to any recreation director or civic group interested in organizing and administering a recreation program for senior citizens. It includes chapters on program and leadership, organization and finance, a wide variety of program activities, clubs and centers, special groups and special agencies.

★ Surfacing Playground Areas (MP 219) . . . . . $ .35

The question of long-lasting, economical and safe materials for playground surfacing is of continuing interest to those charged with the responsibility for the establishment and maintenance of playgrounds. This manual (a supplement to a committee report) is an account of experiments in a number of cities in developing playground surfacing. It includes a discussion of cork-asphalt and rubberized materials.

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The continuation of the work of the National Recreation Association from year to year is made possible by the splendid cooperation of several hundred volunteer sponsors throughout the country, and the generous contributions of thousands of supporters of this movement to bring health, happiness and creative living to the boys and girls and the men and women of America. If you would like to join in the support of this movement, you may send your contribution direct to the association.

The National Recreation Association is a nationwide, nonprofit, nonpolitical and nonsectarian civic organization, established in 1906 and supported by voluntary contributions, and dedicated to the service of all recreation executives, leaders and agencies, public and private, to the end that every child in America shall have a place to play in safety and that every person in America, young and old, shall have an opportunity for the best and most satisfying use of his expanding leisure time.

For further information regarding the association's services and membership, please write to the Executive Director, National Recreation Association, 8 West Eighth Street, New York 11, New York.

OCTOBER 1955

Recreation*

THE MAGAZINE OF THE RECREATION MOVEMENT

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Vol. XLVIII Price 50 Cents No. 8

On the Cover

WHAT HAVE WE HERE? A boys' club member attends the outdoor art fair, and is confronted with an enigma! Complete story, "Youth Holds an Art Fair," appears on page 376. Picture courtesy of the photographer, Philip Drell, Chicago.

Next Month

"The Social Group Worker in Public Recreation," by Gertrude Wilson; "The Evolution of a Long-Range Recreation Plan," adapted from a twenty-five year report by Josephine Randall; "The Night Train"—a good special event for teen-agers, by V. C. Smoral; "Suggestions for Your Christmas Planning"; "Close Cooperation in Planning," by Robert D. Sisco.

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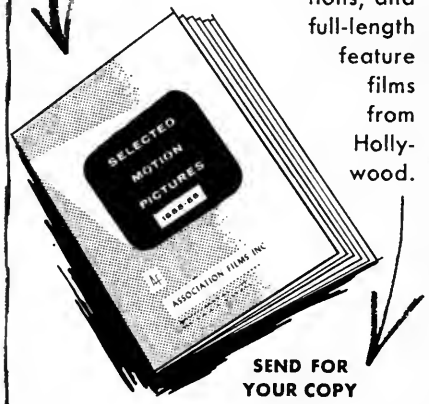

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Letters

Readers! You are invited to send letters for this page to Editor, RECREATION, *8 West Eighth Street, New York 11—so that your ideas, opinions and attitudes may be exchanged with others on the wide range of subjects of concern to us all. Here is your chance to agree or disagree with the authors of our articles.*
—The Editors.

What's in a Name?

Sirs:

The thoughtful article in June RECREATION, "Naming the Recreation Area," leads me to take issue with the standards set up for the Park Naming Committee of the Chicago Park District, with which organization I have worked so long and pleasantly.

Why consider naming a park for any individual only after he is deceased? The recent action of park and recreation authorities in Fresno, California, of procuring a new area and naming it in honor of Raymond L. Quigley, Fresno's recently retired superintendent of recreation after thirty-nine years of outstanding civic contribution, strikes me as fitting and proper.

Would not the naming of a suitable Chicago area for V. K. Brown be in order at this time? Why not let a man enjoy appreciation for distinguished public service during his mature life?

We all want to keep out naming for political purposes, but let's give some of our professional Titans credit while they can still enjoy it.

C. O. BROWN, *President, American Baseball Congress, Battle Creek, Michigan.*

Motto For Clowns

Sirs:

In the center spread, April 1955, with the wonderful circus pictures, there was a drawing of a clown near the bottom of the sheet. With the clown was a bit of clown philosophy that I liked very much and which expresses what I try to tell my cubs when they are putting on their circus clown acts. It will make a good motto to hang in the dressing room so the youngsters can see it.

I would like you to know that I enjoy and get a great deal of help from RECREATION. My only criticism is that I find it difficult to channel the ideas where they will do the most good. There are so many of them it's hard to keep track of them. However, keep up the good work. I can take it.

JOHN S. SISSON, *The Children's Entertainer, Box 19, Wollaston, Massachusetts.*

Readers' Response

Sirs:

We appreciated having your March column, "Things You Should Know," announce our Annual Report. Perhaps you'll be interested in knowing that we have already had a dozen or more requests outside of Michigan for the report and we are inclined to think your announcement stimulated this interest.

ERNEST V. BLOHM, *Executive Secretary, Inter-Agency Council for Recreation, Lansing, Michigan.*

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Southern Regional Study

Sirs:

This is to let you know that I skimmed through the new study, *Recreation as a Profession in the Southern Region*, and find it a good source book. The summary and conclusions of each chapter were particularly interesting to me. I shall value it highly in my recreation and college library.

THOMAS W. LANTZ, *Superintendent, Public Recreation, Metropolitan Park District, Tacoma, Washington.*

* * * *

Sirs:

I have just received my copy of the book, *Recreation as a Profession in the Southern Region*, and wish to tell you what an excellent study of recreation leadership and training needs is contained in this book. The National Recreation Association and the Southern Regional Board of Education have presented a very comprehensive picture of recreation in our southern states. The book contains very valuable information that will be beneficial to recreation personnel working in our Southland. I feel sure that every recreation administrator in the South will find this a very helpful study which gives us valuable information that will help to improve our profession.

This has been a tremendous undertaking and I want to congratulate the members of the study committee, as well as the National Recreation Association and the Southern Regional Education Board, who have all done a wonderful job in the publication of this book.

OKA T. HESTER, *Director, Parks and Recreation Department, Greensboro, North Carolina.*

Synchronized Swimming

Sirs:

I enjoyed the articles on synchronized swimming. We are just beginning our first synchronized swimming classes to open up this activity for high school boys and girls. We will organize the program on about the same basis that we did our high school corps in Tyler. We now have about fifty potential synchronized swimmers on our list. The swimming articles are excellent. Keep them coming!

R. FOSTER BLAISDELL, *Superintendent, Topeka Recreation Commission, Topeka, Kansas.*

Senior Citizens

Sirs:

I want to tell you how interesting and helpful I found the articles on recreation for senior citizens in your February 1955 issue, which appeared just in time for our recreation conference at Santa Cruz, so I was able to carry it along to some of the discussions regarding recreation for older people. There were many favorable comments concerning the contents of the magazine.

Our own senior citizen program is continuing along in Berkeley and I am more and more convinced in the potential abilities of old people and how successfully they conduct their own activities with proper guidance and supervision.

I am a little concerned over the trend that I observe in many communities to provide primarily for the dancing opportunities for old people and to neglect the needs of other older people who cannot get out in the evenings or who do not dance. Communities need to think in terms of a balanced program to serve various needs of older people and to provide staff leadership and facilities at other than evening hours.

Another project that communities need to consider may be the setting up of counseling services to acquaint people who are retiring and those with leisure time with the opportunities offered in a community for recreation service.

Recreation has certainly "come of age" and RECREATION magazine is a great help in keeping us informed.

MISS JACQUELINE WATKINS, *Director, Senior Citizen Program, Berkeley, California, Recreation Department.*

Outdoor Swimming Pools

Sirs:

I have read in the issues of RECREATION magazine for the months of January, February, March and April, the series entitled "Outdoor Swimming Pools." May I congratulate you on this compendium. I am sure these articles will result in the planning of finer pools throughout the country.

C. P. L. NICHOLLS, *Supervisor of Aquatics, Department of Recreation and Parks, Los Angeles, California.*

The series, "Outdoor Swimming Pools—Their Planning and Construction," by George D. Butler, is now available in reprint form from the National Recreation Association for seventy-five cents.—Ed.

CONGRESS PROCEEDINGS 1955

The new *Proceedings* will include a complete record of the Denver Congress including full reports of demonstration and workshop sessions. Order your copy now. Available mid-November. Price $2.50.

Change of Address

If you are planning to move, notify us at least thirty days before the date of the issue with which it is to take effect, if possible, in order to receive your magazines without interruption. Send both your old and new addresses by letter, card or post office form 22S to: Subscription Department RECREATION Magazine, 8 West Eighth Street, New York 11, N. Y.

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by George D. Butler

This very popular, compact booklet of the series of articles which appeared in the January, February, March, and April 1955 issues of RECREATION is once more available (Second Printing).

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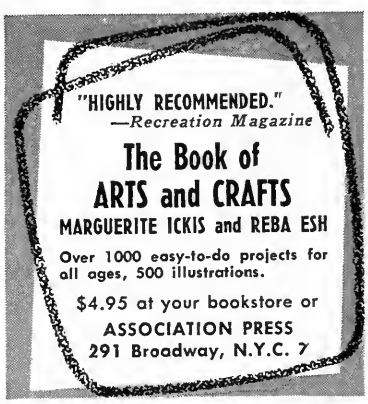

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The Significance of PLAY

By The Right Reverend Monsignor Nicholas H. Wegner, director of Father Flanagan's Boys' Home in Nebraska.

EVERY thoughtful person recognizes the importance of play in the life of the growing girl and boy. Play in childhood assumes the place that work occupies in adulthood. The world of the little child is a make-believe world in which imagination runs riot and activity is enjoyed for its own sake.

The deeper significance of play in the personality development of the child, however, is not always readily appreciated. A great many people recognize that play is an indispensable activity of childhood, but for most of them this indispensability stems from the need to keep the child occupied and happy, and is more of a convenience than a psychological necessity for wholesome adjustment.

Far from being a luxury of childhood, play is essential to personality growth. Through play activities the child finds opportunity for self-expression and self-realization. Play provides a constructive outlet for childhood energies. Play cultivates social awareness, teaches important lessons in good behavior, promotes physical well-being, encourages qualities of leadership, facilitates mental and emotional stability.

Although play is accepted as essential to childhood and is one of its most dominant interests, it is necessary to distinguish between play, which is learned, and the love of play, which is inherent and natural in the child. It is true that some children do pass from childhood to adulthood without ever learning how to play because no one has taken the time and trouble to help them meet the need which the love of play represents.

Such children almost always are unhappy in their association with other children. They have a tendency to overassert themselves in their hunger for acceptance, and so lose popularity with the group, or, out of fear of failure, they assume an opposite attitude of uncooperativeness, which is equally unpopular.

Fortunate is the child who comes from a home where a happy medium is preserved. He is neither neglected nor is he coddled. He is not dismissed to shift for himself as far as his play life is concerned, and he is not bored to distraction with more toys and playthings than he needs. His situation is that of the normal American child in the average American home.

Neglect and pampering are withering influences as far as the play life of the child is concerned. Both tend to encourage negative attitudes in the child. Neglect may cause the child to avoid others or to assume an overbearing manner in an attempt to justify a shaky confidence in himself. Pampering encourages selfishness and indifference to the wants and needs of others.

The child who has not learned to play becomes a social misfit. He cannot share in the larger enjoyment of group participation because he is unable to forget his own feelings and inadequacies. He invariably assumes a pose of hard indifference or false superiority. Outwardly he may appear to be self-sufficient and full of confidence, but inwardly he is pained by a feeling of inferiority, fear, and failure.

The motivations of play are deeply imbedded in personality make-up. They offer parents, teachers, and others alike a wonderful advantage in training the child for through the play interests of the child, it is possible to instill and nurture habits of thought and action which are difficult to cultivate by precept alone.

The fact that a person has never learned to play does not mean that he is therefore doomed to failure. He may possess unusual talents and capacities. What he has missed in not having learned to play he may try to compensate for by excelling in some particular field of endeavor for which he is especially qualified. He may achieve considerable success for himself. But nevertheless his chances for genuine happiness are limited by his limited play experience.

Man is a social as well as a physical and spiritual being. As a social being he has certain needs which have to be met if he is to realize his fullest possibilities. Play is a means by which social needs can be met in the tender years of childhood when character is being formed. In teaching the child to play you are at the same time teaching him how to get along with others and how to live with himself. ●

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Things You Should Know . .

▶ THE REPORT OF AND PICTURES FROM THE 37TH NATIONAL RECREATION CONGRESS, in session September 27 to October 1, 1955, will be published in the December issue of RECREATION. This issue will also carry the magazine's Annual Index.

▶ OUTDOOR SWIMMING POOLS—CONSIDERATIONS IN PLANNING AND CONSTRUCTION. Many will be glad to know that the reprint of this series of articles by George D. Butler is again available—through a second printing. ($.75 per copy, from the National Recreation Association). The first printing was immediately exhausted. The articles, which have attracted widespread attention, first appeared in RECREATION magazine, January, February, March, and April 1955 issues.

▶ ANNOUNCEMENT: The publication of the article by Robert Sisco of Livingston, New Jersey, on school-community cooperation, which was announced for this issue of RECREATION, has had to be postponed until November.

▶ DON'T FORGET TO ORDER your copy of the *Congress Proceedings* early. The publication will be out in record time this year. Available mid-November, $2.50 per copy.

▶ JUNE FOR A NATIONAL RECREATION MONTH? The National Recreation Association has been asked to sponsor such a month in the late spring or early summer. What is your reaction to this proposal? Would that be a good time of year? Would your department assist in the promotion of such a month?

▶ GENERAL PUBLIC USE of recreation opportunities afforded in reservoir areas and other civil work projects of the Corps of Engineers increased thirty per cent during 1954, according to an announcement by the Department of the Army. Attendance totaled 53,868,000 visitor-days, the highest on record, compared with 41,301,000 in 1953, and 29,537,000 in 1952, according to Major General S. D. Sturgis, Jr., chief of engineers. Recreation opportunities available at these projects include fishing, hunting, boating, sailing, swimming, picnicking, and camping.

The development, maintenance, and operation of these recreation areas, as well as the included facilities and services to meet the public needs, have been shared by other federal, state, county, and municipal agencies.

▶ ATTENTION, BOB MOSES IN NEW YORK: Vienna, which has a population of only 1,600,000, has twice as many playgrounds as New York City and five times as many municipal swimming pools for children as New York City, Chicago, Los Angeles, Dallas, Boston, and Denver combined.—Quoted from Danton Walker's column, "Broadway," in the New York *Daily News*, August 4, 1955.

▶ PRESIDENT EISENHOWER has called a special two-day conference of eighty representatives of the sports, education, and government field, in Denver—at Lowry Air Force Base—September 27 and 28. This is an outgrowth of his concern regarding the physical fitness of American youth. (See "Editorially Speaking," page 361).

▶ PROBLEMS PRESENTED BY UNPRECEDENTED GROWTH OF POPULATION, which gave the United States an estimated 168,000,000 people on January 1955, were responsible for the National Citizens Planning Conference, held in Washington last May, on "Parks and Open Spaces for the American People." According to the Bureau of Census, people from growing urban areas have been crowding into our national parks at the rate of 50,000,000 a year only to find facilities designed a generation ago for less than one-tenth of that number.

The meeting, called by the American Planning and Civic Association, acting with the American Institute of Park Executives, the Council of Metropolitan Regional Organizations, the National Conference on State Parks, and the National Recreation Association, was attended by civic and professional leaders, and by planning, park, and conservation officials at each level of government. Joseph Prendergast, executive director of the National Recreation Association, addressed a session of this conference. For a digest of his significant contribution, see page 372 of this issue of RECREATION.

▶ DO YOU EVER HAVE A CLEVER PARTY? RECREATION magazine would like to carry more suggestions for parties, but we want the stories to come from *you*, based on actual experience. Will you write us some of your good ideas, and include "how-to-do" information?

▶ A PREVIEW of future construction potentials with particular reference to the year 1955, appeared in the *Architectural Record* for November 1954. It indicated that the approximate amount of social and recreation buildings constructed in 1954, based on an accurate record for nine months and estimates for the final three months, totaled 17,000,000 square feet. The estimated amount of space for social and recreation buildings to be constructed in 1955 is 18,000,000 square feet, or a six per cent increase over 1954.

▶ REGIONAL OFFICIALS HAVE BEEN AUTHORIZED to approve development of reclamation reservoir recreation areas by state and local agencies, according to an announcement by Secretary of Interior Douglas McKay. Such agreements previously had had to be cleared by the secretary. Regional directors of the Bureau of Reclamation and of the National Park Service now may negotiate and sign such agreements.

▶ NEW HOSPITAL RECREATION FILM is now available. *So Much for So Little*, a twenty-eight minute, 16mm film in full color (see page 380 in this issue of RECREATION), is being handled by Association Films, Inc., but can be obtained through the National Recreation Association. Rental fee: $7.50 per day, $11.50 for three days, $15.00 for five days. Please book as far in advance as possible and specify three dates for showing, in order of preference.

▶ PHOTOGRAPHIC ACHIEVEMENT among high school students will again gain national recognition through the 11th Annual National High School Photographic Awards sponsored by the Eastman Kodak Company. The awards offer a total of $5,000 in prizes, with selection of the winning pictures being made up into a traveling salon shown in schools throughout the country. Full information may be obtained from the National High School Photographic Awards, 343 State Street, Rochester 4, N. Y.

▶ APOLOGIES: The names of two advertisers, Rawlings and All-Metal Tennis Table Company, were carried on our Index of Advertisers of last month and their ads not included in that issue. Moving, vacations, Congress preparations do not excuse this mistake, but we hope they may explain it.

Editorially Speaking

United Nations Day

In the month of October, with the many observances of United Nations Day throughout the nation (October 24), our thoughts turn especially to the peoples of foreign lands. Accounts of recreation in other countries are therefore interspersed with the other articles in this issue of RECREATION.

The National Recreation Association is a cooperating member of the United States Committee for the United Nations. Many organizations in connection with the Tenth Anniversary of the United Nations passed resolutions in support of the objectives of the United Nations. The National Recreation Association's resolution, approved by the executive committee, was as follows:

The National Recreation Association, dedicated to the enrichment of life through recreation and wise use of leisure, on this Tenth Anniversary of the founding of the United Nations, is happy to reaffirm its belief in the purposes and objectives of the United Nations to bring about a peaceful world.

No leisure can be fruitful, no recreation joyous, in a world at war.

UNICEF Materials

Again this year, the United States Committee for UNICEF is promoting a "trick or treat" Halloween to collect gifts for children in other lands (see RECREATION, October 1954). For details, write to the committee at the United Nations, New York, or send for: *UNICEF Halloween Planning Kit*, available for one dollar.

Christmas greeting cards of children around the world are on sale again this year for the benefit of the United Nations Children's Fund (UNICEF). The designs, a colorful series of five, which were donated by the noted French illustrator, Edy Legrand, picture typical schoolroom scenes in the Americas, Arctic Circle, North African desert, and the Orient. The cards come in boxes of ten at one dollar per box, with a small additional charge for imprinting if desired. Address: UNICEF Greeting Card Fund, United Nations, New York.

In addition, a single United Nations card has been created by Uruguay-born Antonio Frasconi, well-known woodcut artist. He has surrounded a polar view of the world with a colorful holiday wreath of United Nations member flags, symbolically uniting all people within the United Nations. Available from same address, one dollar per box of ten.

Physical Fitness of Youth

The concern of President Eisenhower about the physical fitness of American youth, which was the subject of an article, "The Report That Shocked the President" by Robert H. Boyle, in the August 15, 1955 issue of *Sports Illustrated*, is being underscored again in a special two-day conference called by the President for September 27 and 28 at Lowry Air Force Base in Denver. Among those representing the recreation movement will be Joseph Prendergast, executive director of the National Recreation Association, Mrs. Rollin Brown, NRA board member and president of the National Council of Parents and Teachers, and George Hjelte, general manager of the Los Angeles Department of Recreation and Parks.

The conference is an outgrowth of the President's meeting with thirty sports celebrities at an extraordinary White House luncheon early this summer and a subsequent luncheon meeting of Vice-President Nixon with the U. S. Commissioner of Education, Dr. Samuel B. Brownell, Senator Duff, and representatives from the education and athletic field. C. C. Johnson Spink, vice-president of the *Sporting Goods Dealer* magazine who was one of those invited by Vice-President Nixon to the second White House luncheon, reported that the group is thinking of establishing a permanent organization for a youth fitness program. The program would be aimed largely at rural areas, average or middle-income urban neighborhoods and poorer over-crowded neighborhoods.

Sound advice from the professionals on the problems raised by the President and the national figures who have so far discussed them will be available at the National Recreation Congress in Denver.

The *Sports Illustrated* article should be "must" reading for every professional recreation worker.

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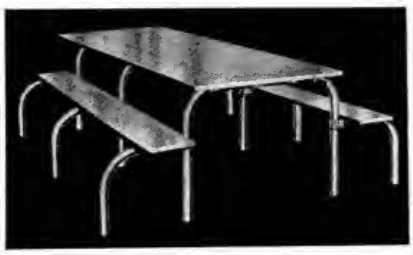

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BRANCH PLANT AT NAHMA, MICHIGAN

Around the World

BELIEVING that in the use of leisure time there is more that unites us than divides us, the National Recreation Association for many years has extended its services in response to interested inquiries from beyond our national borders. As Michael Fairless has said, "The people who make no roads are ruled out from intelligent participation in the world's brotherhood." The National Recreation Association is engaged in making roads. Recognizing the vast wealth of inherited culture brought from other lands to the United States, it has never sought to impose any design upon other peoples; but, rather, it has hoped to make ideas freely available and to encourage a spirit of give-and-take. The recreation of each nation is likely to be more effective if it follows national traditions, exploring and expanding, taking freely from experiences of others and finally achieving forms rich in the culture of its people.

The Association believes firmly that human well-being and happiness are promoted by wise use of leisure, that a sane and brotherly way of life may grow out of well-used recreation hours—recreation being a common denominator for all peoples. If all persons are given opportunity to discover and satisfy their interests, talents, and skills in leisure hours, and to share these, they will learn to live together and the community be invigorated and refreshed; indeed, in the end, the very existence of civilization may well depend upon attitudes and understanding developed in this way.

Almost from the founding of the National Recreation Association in 1906, tendrils of interest in play in other lands has grown. Early play pageants, notably the "Pageant of Nations" presented by the Pittsburgh Playground Association before the Third National Recreation Congress, stressed folk dancing of the lands from which American settlers had come. Before World War I, Mr. C. M. Goethe, of Sacramento, California, then a member of the board of directors of the National Recreation Association, and Mrs. Goethe, on a trip around the world helped to establish and finance playgrounds in several countries in Asia. As early as that, too, the Association assisted in establishing playgrounds in Japan and in the Philippines. Since those early days a steady stream of inquiries from other countries has constantly opened new channels for service.

By 1932 it seemed that a recreation congress at which workers from other countries could meet face to face would be rewarding. And so it turned out. Delegates from forty countries met in Los Angeles at the First International Recreation Congress.

In the years since that meeting, recreation growth has gone on all over the world. Even the tragic impact of war, which in most cases delayed development, did serve to spread the use of recreation literature, widely used by morale-building officers everywhere. Also men and women with a recreation background, finding themselves in the four corners of the earth, expressed themselves in games and clubs, and song groups blossomed everywhere among civilians and armed forces.

In 1952 the National Recreation Association of the United States was invited to send a representative to the National Recreation Congress of Japan. A generous private gift made it possible not only to send a delegation but to arrange the route so that key cities around the world might be visited. Mr. and Mrs. Thomas E. Rivers visited twelve countries briefly and spent six weeks in Japan where conferences with public officials were held on all levels and with other civic, social, and educational and religious leaders. (See RECREATION, December, 1952; January and February, 1953.)

In the fall of 1952 an International Recreation Service was officially established by the Association, with Mr. Rivers as executive secretary. Thus, various activities were brought together under a single leadership and a more intensive effort to meet expanding needs developed. Headquarters were opened in the beautiful new Carnegie Endowment International Center across the street from the United Nations. Announcing the service, Joseph Prendergast, executive director of the Association said: "It is our hope that we who know what recreation can do both for the individual and for the community, will find a way, through the establishment of this service, to bring together the recreation forces of the world to promote a richer, more abundant life for all."

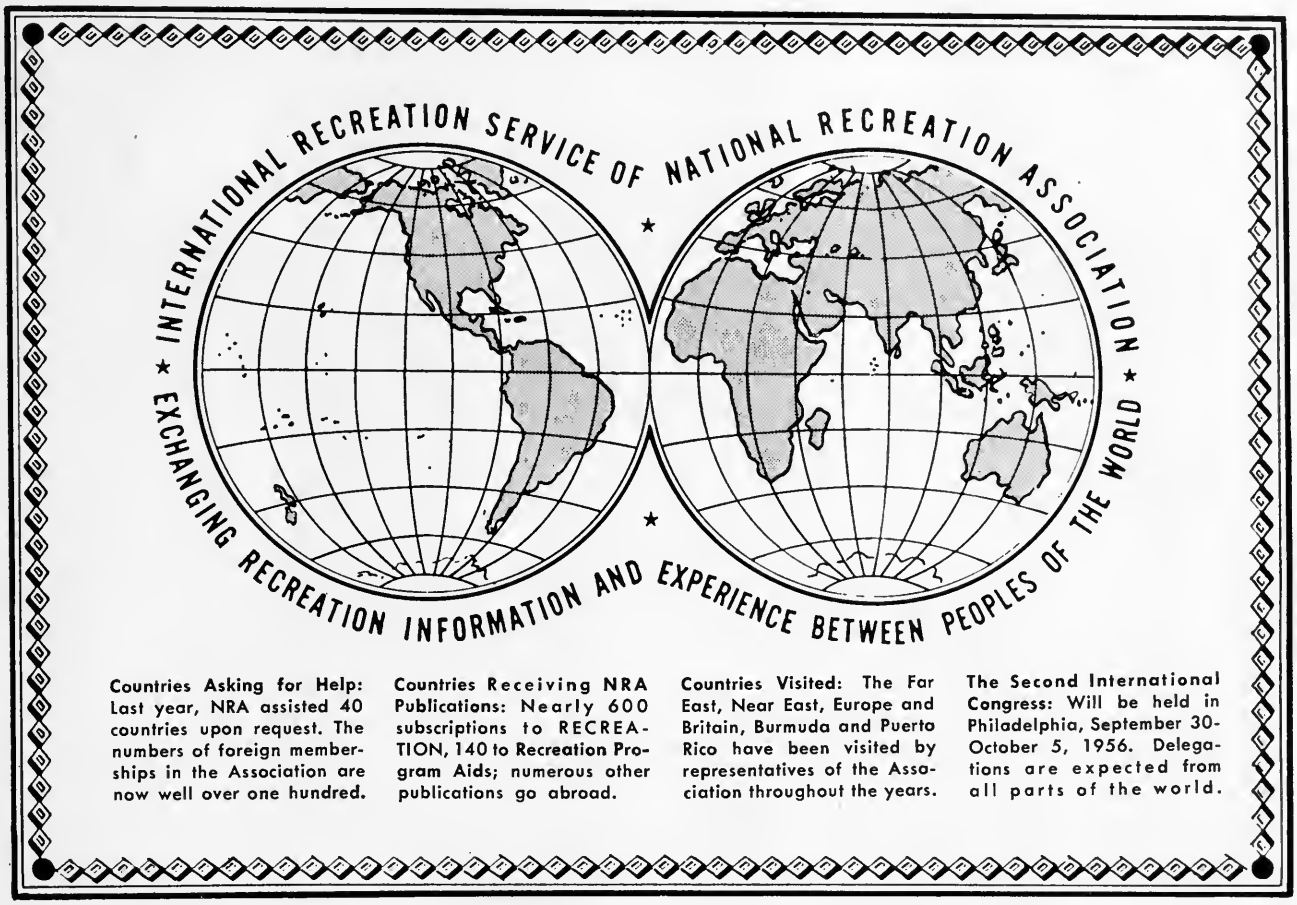
The new service at present follows the methods which have proved helpful in the past: correspondence, consultation, and the dissemination of recreation literature. Orders for literature come not only from the well-traveled countries of Europe but from Namaqualand, South Africa, and from Johannesburg, Kimberley, Pretoria; a request for permission to reprint from Southern Rhodesia; from Juneau and Sitka in Alaska; from Dhahran, Saudi Arabia; Hobart, Tasmania; Linz, Austria; Agana, Guam; Na Erode, South India.

Among interesting letters of inquiry is the one from Anchorage, Alaska, regarding methods of community appraisal before expanding recreation offerings. Personnel inquiries both from employer and employee have come from Alaska, India, and South Africa. Advice is asked regarding work among refugees in Austria; recreation plans in Colombo, Ceylon, and in Egypt; hobbies in New South Wales.

The far-flung subscription lists to RECREATION and the Program Service give a quick and thrilling notion of world-wide interest and activity. Nearly six hundred subscriptions to RECREATION go to foreign countries. Some of these go in bulk to A.P.O.'s, but subscribers are to be found in Lebanon, Malaya, Pakistan, Uruguay, Morocco, and other countries which sound exotic to American ears. In twenty-three additional countries, individuals and organizations not reached by RECREATION have availed themselves of other publications of the Association.

The magazine, alert for material from or about recreation in other countries, has within the last year published many

With Recreation


★ INTERNATIONAL RECREATION SERVICE OF NATIONAL RECREATION ASSOCIATION ★
★ EXCHANGING RECREATION INFORMATION AND EXPERIENCE BETWEEN PEOPLES OF THE WORLD ★
Countries Asking for Help: Last year, NRA assisted 40 countries upon request. The numbers of foreign memberships in the Association are now well over one hundred.
Countries Receiving NRA Publications: Nearly 600 subscriptions to RECREATION, 140 to Recreation Program Aids; numerous other publications go abroad.
Countries Visited: The Far East, Near East, Europe and Britain, Burmuda and Puerto Rico have been visited by representatives of the Association throughout the years.
The Second International Congress: Will be held in Philadelphia, September 30-October 5, 1956. Delegations are expected from all parts of the world.

such items. And each year, in October, it carries—as in this present issue — an international emphasis to synchronize with the national observation of United Nations Day. One recent item from Japan, for instance, states the interesting fact that juvenile delinquency in Tokyo, a city of seven million people, is at an all-time low as people flock to the playgrounds which are staffed and equipped according to best modern practices in Europe and America; another article was a careful and helpful study of recreation planning in Montevideo, Uruguay.

The Program Service, also initiated in 1952, now has one hundred and forty subscriptions to *Recreation Program Aids* going to foreign military bases via A.P.O. These vary from single subscriptions sent in by individuals to bulk orders, such as ten copies to the headquarters of the Eighth Army and sixty to the headquarters of the Air Force Far East. These publications are passed about again and again so that their final reach is incalculable. Subscriptions to *Recreation Program Aids* have also come from many far countries—Arabia, Australia, Egypt, Norway and Venezuela.

In addition to these subscriptions and requests for other publications, a growing number of foreign memberships in the National Recreation Association now number well over one hundred.

Dynamic people, people with vision, come to the New York offices of the Association to share experiences. Among recent guests have been the head of the department of physical education of the University of Adelaide, who is in a position to influence deeply the development of recreation in Australia; a leader of work for girls and women in Athens, Greece, now providing leadership in paths of peace after a dangerous and patriotic career in wartime; the president of the University of Hiroshima, on his way home from the UNICEF meeting in Montevideo. The words of this leader, who resigned from the Japanese Parliament to shoulder the more difficult task of building good will on the very site where fell the atom bomb, will not soon be forgotten by those of the International Recreation Service staff fortunate enough to hear him speak. A talk with the chairman of the General Social Welfare Board of India was heartening as to unfolding achievement in that vast land. A representative of the Bureau of Youth and Sports Activities of the Norway Ministry of Education and a member of the Ministry of Municipal and Rural Affairs of Egypt were other visitors.

Among the many foreign guests for whom itineraries were planned and letters of introduction were written, so that the best possible use might be made of the time at the disposal of

An adventure playground, Emdrup, Copenhagen. This type of "junk" playground developed from children playing amidst rubble of the last war.

In England, adventure playgrounds like this one in Clydesdale Road, London, are just getting under way. They are being started with the conception of "transmuting destruction and vandalism into creative effort," and fostering team spirit.

the visitor, was the president of the Iranian Physical Education Department. Great interest greeted his reports when he returned to Iran. At one meeting over twelve hundred people heard his account. The King of Iran was most sympathetic and from his own funds organized three camps for boys and girls. A national recreation association has been formed in that country.

Another visitor who was assisted in his planning was the controller general of physical education and scouting in the Ministry of Education in Egypt. He stated that he regarded the public recreation program as the most significant thing he had seen in America. Recreation as the message of the American people to the troubled Middle East can build good will in the hearts of residents of the area.

To the exhibition of children's playgrounds staged by the London and Greater London Playing Fields Association, the International Recreation Service sent photographs and plans of outstanding recreation developments in the United States. It also distributed sports equipment and square dance records, donated for the purpose by American firms, and presented sixteen sets of recreation literature to the State Department of the United States to be sent to embassies or other strategic places where recreation interest has been found.

The International Recreation Service is not a one-way street. The flow of ideas, information, and inspiration is in all directions. Literature, magazines, bulletins, and books in many languages find their way to the International Recreation Service library as courtesy contributions to the world pool of recreation information from which all nations may draw.

At the National Recreation Congress in St. Louis last year the foreign representatives were Dr. Soichi Saito, president of the National Recreation Association of Japan, who delivered an address; Genzaburo Shirayama, former Olympic swimming champion, now president of Kanto-Gakuin University, who gave a swimming exhibition; and Fred Kruesmann of Wilhelmshaven and Dr. Heinz Wunderlich of Vlotho, Germany.

At the meeting of the National Advisory Committee for the International Recreation Service held during the congress, reports were heard from the local workers who had helped to show the scope of the recreation program to foreign visitors. No praise could be too high for the local recreation people who, in their busy lives, have found time to welcome and serve foreign visitors. Reports were heard, among others, from executives of Denver, San Francisco, and Dearborn, Michigan. Dr. Harold D. Meyer, vice-chairman of the advisory committee, reported on his work with the International Labor Office and said he had suggested that the next I.L.O. meeting be held in connection with the International Recreation Congress planned for 1956. Henry D. Schubert of Dearborn reported special music scholarships which will enable selected German youths to attend the National Music Camp in Michigan.

One of the difficulties faced by the service is a difference in the use of words; that is, in other lands recreation activities are likely to be found grouped with other services unrelated to the concept of recreation usually accepted in the United States. This situation has resulted in some slowness in routing foreign visitors into the areas in which they are most interested. The executive secretary of the International Recreation Service has been in touch with the State Department in an effort to assist exchange persons primarily interested in recreation to spend the major portion of their time in the United States visiting recreation systems.

And now, as has been announced, the recreation workers of the world will once again be gathering in Philadelphia for another International Recreation Congress. There, from September 30 to October 5, 1956, leaders who share this dream of life enrichment through recreation will meet in person to plan for the future. As Carl Sandburg has said:

> "Man is a long time coming,
> Man will yet win.
> This old anvil laughs at many broken hammers.
> . . . . . .
> Nothing happens unless first a dream."

The recreation forces of the world have the dream, and are at work building it into reality. ●

Observations of a Traveler

On Recreation and Parks in England and Scotland

Weaver W. Pangburn

AESTHETIC FEELING reinforced by social control is more advanced in England and Scotland than in the United States. Evidences are the attention to floriculture given not only in public and private parks and large estates, but also on downtown commercial buildings, in the yards of the humblest homes, in islands in otherwise dreary streets, in drab industrial towns, and in housing developments. The American driving through the English and Scottish countryside is struck by the absence of disfiguring billboards and other ugly advertising. Five years ago Parliament passed a law forbidding such roadside advertising.

Concern for the "amenities," as the British call them, is further seen in the careful screening—with trees and shrubbery—of highway trailer, or "caravan," parking areas.

In the large parks of London and in the commons of towns and villages, as well as in municipal and "private" school playing fields, is seen a steadfast adherence to the idea of bringing the country into the city. Great meadows cropped by sheep are a feature of Kensington Gardens. Playing fields more closely resemble pastures than American playfields.

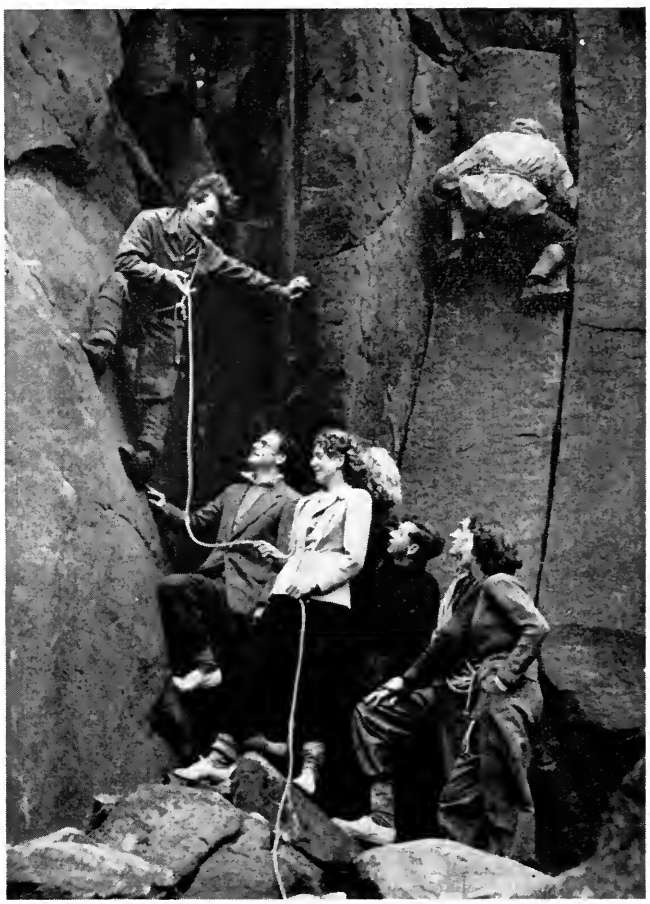
The tourist, visiting town after town, learns that virtually all have commons, parks, or playing fields. In England, cricket pitches are as common as softball and baseball diamonds in the United States, and English lads grow up with cricket as naturally as American boys with baseball. Football (soccer) fields are general throughout England and Scotland. Few cricket pitches are seen in Scotland except in Edinburgh and a few other towns. Everywhere in the Scottish towns and villages are golf courses or, at least, putting greens and lawn bowling greens. In Scotland, ladies and the young people as well as elderly men bowl.

The banks of the Thames and other rivers generally have been preserved for public recreation use. Some of the most beautiful scenes in Great Britain are found in the unspoiled parks, playing fields, and public meadows at riversides such as those at Windsor and Pangbourne.

It is surprising to learn that in a country as congested as this, and one not able to raise more than one-half the foodstuff it requires, there are now one and one-half acres of public playfield space to every one thousand people and that the National Playing Fields Association, after a recent inquiry among public authorities, has reaffirmed its standard of six acres to every thousand people. Thirty-nine per cent of Scottish communities have attained the latter standard. English standards exclude the additional school playfields.

In London and Edinburgh, in addition to the famous large public parks and squares, are numerous small private neighborhood parks, like Gramercy in New York City. They are known as gardens, are beautifully maintained, and are restricted to relaxation for neighborhood residents only.

In public housing projects, despite the need for a maximum amount of agricultural land throughout the British Isles, the government has managed to be far more generous in public recreation space than rich Uncle Sam in his public dwelling program.



Courses and conferences, for outdoor and indoor activities, include mountaineering, as above, sailing, riding, fencing, tennis, gliding, Rugby football, and others.

The layouts for games and sports in the playing fields reveal fewer numbers of courts, areas, and facilities and less variety than are common in the United States. Thus one sees few volleyball, paddle tennis, basketball, and badminton courts. Shuffleboard is not evident. However, most parks and playing fields have their "corners" for play apparatus. Some of the apparatus is very old fashioned, especially in London. The more highly developed playing fields include practice cricket pitches in wire enclosures and even circular, hard-surfaced dromes for bicycle racing.

While the Scots and the English appear to be in advance of American practice in public recreation in several re-

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MR. PANGBURN, *a former National Recreation Association staff member, visited a number of European countries last summer and conferred with park and recreation leaders.*

Coaching holidays, such as this one on table tennis, began in 1946, train about 2,000 young folk annually. They are held evenings, weekends and during vacations.

spects, they lag in others. Although large parks, for example, Hyde Park in London, contain cricket and football fields and bridle trails, our British cousins have not made the progress evident in the United States in reconciling a high degree of the aesthetic with extensive development of areas and facilities for active use in the same park properties.

Further, the park-school concept gaining wholesome headway in the United States evidently has no counterpart in Great Britain. Cooperation between educational and park authorities is in an elementary stage only.

National agencies concerned with recreation do excellent work but operate largely in quite specialized and unrelated ways. Thus the National Playing Fields Association confines its tasks to securing playing fields. The Central Council of Physical Recreation is concerned with promoting activities and providing instruction for them. The Institute of Park Administration sticks to parks.

However, the major difference between public recreation in the United States and that in Great Britain is the latter's lack of the trained, professional administrative and leadership personnel for community recreation which is the distinctive contribution of the United States.

The British have avoided the commercialism and the professionalism which unfortunately have invaded the public recreation field to a marked degree in the United States in recent years. The great crowds at football games played by professionals in England and Scotland notwithstanding, athletics in the British Isles still belong largely to amateurs.

After a look at recreation "over there," the American may be inclined to ask himself, "In our eagerness for participation applied through an increasing variety of gadgets and pressures, are we overdoing promotion?"

Widespread and consistent sense of beauty, simplicity, and amateurism, to sum it up in a few words, seem to be what the English and the Scots have to say to us about public recreation. ●

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SOCCER The Sport of Nations

Let's Bring Back Soccer

There has been a steady drop of players and teams participating in the National Soccer League consisting of adult teams from around the metropolitan Washington, D. C., area. Why this decline? What can be done to bring back this world sport?

First, we realize that there has been a great deal of stress put on our national sports of football, basketball, and baseball, while soccer, which in the past was a popular community sport, seems to have been pushed to the side lines. Another factor in its decline is the difficulty of obtaining players for these teams.

Soccer is the national sport in almost every other country in the world. With the pressing necessity of our being united with all countries and of integrating our continually rising foreign population into our way of life, this international game can prove an important factor for a healthy, everlasting friendship. Opportunity should be made available to these people from other lands as well as to the boys who are being taught soccer in our secondary school programs—for participation in this sport on a competitive basis during their leisure hours.

Our department in Prince Georges County, Maryland, and the Montgomery County Recreation Department, in cooperation with the Old Timers Soccer Association of metropolitan Washington, have organized a junior and senior bi-county soccer league for boys nineteen years of age and under. The games are played on fields belonging to the board of education and the Maryland-National Capital Park and Planning Commission. Also, to help promote the game, these three groups have sponsored a clinic to give coaches and players of these teams an opportunity to learn more about the game. This has been conducted by Edward Rieder, soccer coach of Montgomery Blair High School, who does an excellent job of discussing the scope and play of soccer. The following is an outline of the clinic:

- *Promotion and Developing Interest*—values of soccer; status of the game; soccer play in this area; cost of operation.
- *Fundamentals*—film, *The Great Game;* warm-up and conditioning exercises; kicking, dribbling, passing, heading; trapping, tackling, scrimmage drills, kick-off, line-up, players' positions.
- *Materials available to coaches*
- *Rules interpretation*
- *Equipment display*

We hope and feel that these leagues and clinics, will be stepping stones toward bringing back this world sport to this community.—HERBERT RATHNER, *Area Supervisor, Recreation Department, Prince Georges County, Riverdale, Maryland.*

(Copies of the Soccer Clinic Program may still be available. Write to Mr. Rathner, at 4811 Riverdale Road, Riverdale, Maryland.—Ed.)

Soccer in Hamilton, Ontario

A group of men interested in minor soccer decided to introduce this game to the youth of the city of Hamilton about four years ago, according to an article by Wilfred Thomas, vice-chairman of the Hamilton Recreation Association, in the *Community Courier* of Ontario, Canada, October 1954. Some tentative feelers were put to members of the school board, but results were not encouraging. It was, therefore, decided to try another approach through the recreation department. The director of recreation, Anthony G. Ley, stated that the following two principles were the basis of a successful plan:

1. Stress the development of the average player not the star. To do this, get a representative in each community council, preferably some person whom you know has a soccer background. It would be this person's task to gather, coach, and run a team or teams in his area.

2. Insist upon high ethical standards, particularly with respect to the players' and coaches' attitude toward the referee's decisions.

The latter favorable attitude from a representative of the city was just what was needed to give the necessary impetus to this sport.

During the first season eight teams between the ages of ten and fourteen years finished the season. In 1953 twenty-two minor teams and six juvenile teams enjoyed a successful season. The season which has just passed has shown a further increase: twenty-eight minor teams, nine juveniles, and thirteen cherub teams.

In three years Hamilton has risen from nothing to first position in minor soccer in Canada. •

How a City Conspiracy Outwits Goblins

Wilson Schroeder

In Fort Wayne, Indiana, city-wide Halloween cooperation routs the boogey-man vandalism.

THE goblins may walk and the witches may ride their brooms on Halloween, but in Fort Wayne they have been taught to go about their business without local damage. In this northeastern Indiana city of 140,000, the new generation of youngsters has never participated in some of the rougher aspects of this ancient festival. This strange set of circumstances has been achieved by community effort and support.

Prior to World War II, a committee from a local civic club got together with the park board staff and decided to have a large, downtown Halloween party for all the youngsters who would come. This plan was carried out yearly until it was found that a great deal of trouble was caused by having the young people come so far. In order to relieve the boredom of the long journey, their search for extracurricular activity on the way was often of a disturbing nature.

In 1945 the one party was broken down to five district parties, each put on by one of the civic clubs or fraternal organizations which furnished prizes, refreshments, and part of the personnel. Here again, there were several problems. The age-range of the participants was so broad that no one program could be planned to entertain the entire group. There was still a considerable distance for some of the youngsters to travel; and, most important, the sponsoring groups were soon trying to out-do one another in the way of prizes. If Johnny heard that the party nearest him was giving away roller skates and that the one across town was giving away bicycles, Johnny was very apt to travel across town. The matter was right back where it had begun many years before.

Finally, in 1947, the park board and the Fort Wayne Council of Parent-Teacher Associations met to try to solve these problems. It was then that the framework within which Halloween is now celebrated was first outlined. It was felt that there should be as many parties as possible and that they should be held in the public schools, which were well located. The need for more than one type of activity, to correspond with the various age-ranges that needed to be reached, was evident. It was decided that all prizes and refreshments should be uniform throughout the city and that the affairs would be co-sponsored by the parent-teacher groups and the park board, with each organization taking care of the details it could best and most easily do. Permission to use the school buildings was granted and the program was under way.

These parties have drawn over 15,000 youngsters in some years, and each October there are close to 1,000 adults doing the work that makes the whole affair possible. In 1953 twenty-four separate parties were put on by the central Halloween committee. Most of these were held in public schools. Three were in city owned community centers, two in park pavilions, and one was a joint operation of two neighboring private-agency community centers.

In last year's program, each of nineteen grade school parties started with a costume parade around their immediate neighborhood. Routes were well publicized, and each parade was led by a fire truck or a police car. Every effort was made to avoid busy streets, but where this was impossible every precaution was taken for the safety of the children. Red flares helped guard the more dangerous of routes. In one case barricades were used to block the street during the parade.

Each parade terminated at the party location, where costumes were judged in thirteen categories. Judges were urged to pay particular attention to those costumes that took some imagination and, where possible, to award prizes for those that were made at home. The designing and making of these costumes became a fine family project. Prizes for costume winners for the past several years have been hats—usually orange and black crew hats obtained in quantity at a reasonable price.

After the judging any number of activities took place. At some parties the school halls were lined with games of the carnival type—clothes-pin in the milk-bottle, blow the cone, ring the chair leg with the jar rubber. A large list of these had been made out with particular attention given to making properties easily accessible. Others presented talent shows. Magicians were popular, and at some few parties it was felt that movies were the best way to hold the attention of as many as a thousand squirming grade-schoolers.

These events were held from 7:00 to 9:00 P.M. The committees were asked to work within that time schedule as

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closely as possible. But even after these grade-school youngsters were at home, shortly after nine o'clock, tired and happy, the party wasn't over for them. There was still the radio program, tried for the first time this past year.

Prior to the night of the party, printed slips of paper were passed out to each grade-school youngster in the city through the public and parochial schools, to be filled in with name, address, school, and telephone number at which he could be reached. These were turned in at the party. At 9:15 P.M. on Halloween a broadcast began over one of the local stations. Telephone calls were made from a "drawing" of these slips at the radio studio, by a committee member. If the child was at home and took the call, he received a pass admitting four people to the professional basketball game on the following night. The tickets were donated by the sponsors of the local team in the National Basketball Association.

The radio program had the effect of getting the children to the parties so that they could deposit their slips, and of getting them home quickly afterwards. Committee members stayed at the radio studio until someone from their party had won the passes, and then delivered them within ten minutes. About twenty calls were made in that hour broadcast. Only one child was not at home, and she had just gone somewhere with her father. This additional gimmick was deemed a success.

Two square dances were held for youngsters in the seventh and eighth grades in two of our largest park pavilions at opposite ends of the city. There are eight junior high schools, and they were divided—four to each location.

In this case, the affairs began at 7:30 and continued until 10:00 P.M. A schedule of the times that buses were to be at each school was published in the newspapers, and many took advantage of the bus transportation. Several adults were on each bus and the revelers returned to the schools in the same way.

These were not masquerades, because this particular age group isn't quite so enthusiastic about dressing up as are the younger children. The dances were called by a professional square dance caller who was backed up by a union dance band. Light refreshments were served, and the intermissions were devoted to games. Here again, leadership was furnished by the parent-teacher associations.

This junior-high phase of the overall program is growing in direct relation to the interest in square dancing as it is taught by the schools and various other local organizations. It is the newest part of the entire program and may well be the most successful in a few years.

Finally, the high school students came in for their share of the big celebration, with three regular dances, one at each of the high schools serving the north and south side of our city, and the third at one of the park board recreation centers on the east side of town. None seemed needed at the downtown high school.

The program for these was simply dancing, as high schoolers like to attend dances, and to partake of the free cokes and potato chips which are served to them throughout the evening. Again, the P.T.A. members did the work well.

In addition to those already mentioned, the number of other people and organizations cooperating in this effort is a large one. Police department men attending each party had as much fun participating in the evening's activities as did the youngsters. Our city light company spent many dollars and more man-hours erecting special lights on school grounds and around buildings. First aid personnel and equipment were placed at each party location by the local chapter of the American Red Cross, but they seldom had anything to do. Five dance bands were furnished free by the local union of the American Federation of Musicians, the men being paid through the record fund of that union, and a nation-wide grocery chain contributed an immense number of apples. All the items that were purchased were brought at large discounts. The retail merchants division of the chamber of commerce helped in raising the money that was needed to pay these bills. This list could go on and on, but these few suffice to show the excellent community spirit in regard to this project.

All problems connected with our Halloween have not been solved, but it can be said that this is a program that has received public acceptance, and that is expected to go off smoothly each year. New ideas will come along and this outline will be changed if only to get away from too regular a course. Before the parties were organized, damage amounted to several thousands of dollars each year. The police department now tells us that they have come to expect Halloween to be routine — little different from hundreds of other nights in the course of a year. Such a result is possible only where cooperation is basic and unquestioned. ●

Each parade is led by a fire truck, as below, or a police car. Busy streets are avoided, red flares guard the routes.

A REPORTER'S NOTEBOOK

Davy's Bowie Knife Put to Good Use

Officiating at the dedication (left to right) are Fredric R. Mann, Philadelphia's first recreation commissioner; Davy Crockett (Fes Parker); Robert W. Crawford, present recreation commissioner; and Georgie Russell (Buddy Ebsen).

Davy Crockett received an assist from his side-kick, Georgie Russell, in using his trusty bowie knife to cut through a satin ribbon to officially open the recreation department's newly developed Chelten Hills Playground in Philadelphia recently. City officials came prepared for the gala ceremony by wearing coon-skin caps. Chelten Hills, developed at a cost of $315,000, was the twenty-sixth recreation facility to be dedicated in the city in less than one year.

Air Force Service Club Winners

Awards were presented for the 1955 Air Force Service Club Publicity Scrapbook contest at the World-Wide Conference of Command Service Club Directors, held at Ent Air Force Base in Colorado Springs, September 20 to 23, 1955. At an award luncheon on September 23rd, the following winners were honored: First place—Danner Service Club, Eglin A.F.B., Florida; second place—Silver Wing Service Club, Clark A.F.B., Philippines; third place—Double 5 Service Club, Osan-ni, Korea. The judges were: Robert Crawford. commissioner of recreation, Philadelphia and chairman of the National Advisory Committee on Defense Related Services of the National Recreation Association; Robert S. Hutchings, public relations executive and chairman of the National Recreation Association Public Relations Committee; and Joseph Prendergast, executive director of the Nation Recreation Association. They considered the scrapbooks in the light of the program reflected in them and the publicity program conducted to promote the program.

People Make News

HANS THOMPSON, Santa Rosa city director of recreation, has been appointed as a recreation specialist with the California State Recreation Commission. Mr. Thompson will represent the commission in the interior communities of Southern California and the southern San Joaquin Valley, and will be assigned to the Los Angeles field office of the commission.

C. CARSON CONRAD has been appointed as chief of the Bureau of Health Education, Physical Education, and Recreation. As state director Mr. Conrad will be responsible for developing, directing, and co-ordinating the program of public school physical and health education, athletics, and school and community recreation in California.

DANA E. HARLOW has been granted a social studies and humanities research and study fellowship for two years in European and Middle East universities. His studies will be directed mainly in the American University at Beirut, Lebanon and the Graduate Institute of International Relations at Geneva, Switzerland. Mr. Harlow was an assistant in the department of recreation at the University of Illinois.

New State Legislation

MINNESOTA—An act authorized the establishment of a park district in Hennepin County outside Minneapolis and in any contiguous county other than Ramsey. A park district would be activated under the law by the county board or group of county boards concerned. The primary purpose is not the establishment of parks and playgrounds of a local or neighborhood type, but rather the acquisition, development, and maintenance of large parks, wildlife santuaries, forests, and other reservations and means for public access to historic sites and other natural phenomena.

INDIANA—A common council or a county council may establish by ordinance a single department of parks and recreation and in such ordinance repeal previously established separate park and recreation authorities. The newly created department shall be composed of a board of parks and recreation which may contract with another board, with a township, or with a school board for the use of park and recreation facilities or services.

IOWA—The State Enabling Recreation Law was amended to permit Iowa cities to conduct programs for all ages. Previously the law authorized only the operation of playgrounds or other recreation services for juveniles.

IN OTHER LANDS

Potato Peel Playground

Students of Thedestrasse high school in Hamburg, Germany, solved the problem of a playground of their own by earning the money by collecting potato peels from city homes and restaurants and selling them to local farmers for hog feed. The farmers pay 2.20 Deutsche marks (52 cents) for each 110 pounds of peels. Their successful salesmanship enabled the students to make the down payment (11,000 Deutsche marks) on an old German castle with a park and pond for their "place to play."

"Adventure" Playground

A new one-acre *Indianerspielplatz* has been constructed in Mannheim, Germany, to compete with the exciting but dangerous play spaces in bombed areas —ruined houses, deep cellar excavations, and so on—according to John Van Steenwyck who was in charge of an American Friends Service Committee work camp group which helped with the construction. Realizing the need to draw the children away from these danger spots, Fritz Hafelinger, director of

the Erlenhof Youth Center, conceived the plan for an area to include, as play structures, a large U-shaped "mountain" and three smaller mountains—with valleys to match—two commodious and well-ventilated caves, one long drainage-pipe tunnel through a mountain, and a waterfall, bridge, and wading pool. A volunteer work camp, the youth center, neighborhood children, U. S. Army Engineers and so on, cooperated in the building program.

Because German children admire the American Indian and his mode of life, a replica of an Indian council house will be added later. This will be used for rainy-day activities and "tribe" councils. Mr. Steenwyck says: "This project not only represents a great deal of inspired hard work, but it reflects a belief that the re-education and improvement of Germany is best accomplished through its children and that an attractive place for healthy, spontaneous play will have a constructive effect upon many generations of neighborhood children."

Employee Recreation in Japan

Employees of the main office of the Japanese National Railways in Tokyo watch a weekly noon-hour newsreel, shown by the recreation branch of the railroad's welfare department. Through a special arrangement, two leading newspapers compile and edit the films, and all the employees—from the president down to the cleaning women—are able to enjoy ultra-current newsreels before they are shown in the theatres.

Stadium for Moscow

The largest sports stadium in the Soviet Union is under construction in Moscow. It will seat 100,000 and is expected to be completed by the summer of 1956 in time for the Soviet pre-Olympic Games competition. A swimming pool with seats for 12,000 spectators, a field for "hand" sports with 15,000 seats, eight football practice fields, thirty tennis courts, twenty volleyball and twenty basketball courts are included in the plans for the area. An enclosed sports arena near the stadium is planned for winter sports.

11th Annual Observance

"NATIONAL EMPLOY THE PHYSICALLY HANDICAPPED WEEK"

October 2-8, 1955

Artmobile Opens for State Fair

The first unit in New York State's pioneering program to provide museum-on-wheels service for all interested schools and communities opened during the State Fair in Syracuse in September. Artmobile, incorporated under the New York State Board of Regents as a non-profit, educational institution, depends completely upon the belief and support of people who feel that educational and cultural opportunities can be greatly extended through use of mobile units. All work has been done by volunteers, working as individuals or through their chosen organizations, to establish a service closely linked to the needs and interests of schools and communities to be served. All interested in further information may write to Artmobile, Inc., c/o Volunteer Center, 612 Loew Building, Syracuse 2, New York.

Publicity's Cookin'

What's Cookin', the publication of the Recreation and Park Commission, East Baton Rouge Parish, Louisiana, in a recent issue gave these interesting figures: "The Special Services Department, directed by Virginia Brueck, recently disclosed that news coverage for the commission during the month of July consisted of 188 news articles used by the newspapers, with 34 of these being pictures, which is an average of over one picture a day for the month. The total news coverage for the year so far is 890 articles."

Memorial Dance Festival

A country dance festival in memory of the late Professor Lawrence V. Loy of the University of Massachusetts was held this past summer at the university athletic field in Amherst. Professor Loy, who died last March (see RECREATION, April, 1955), was a nationally famous exponent of dance festivals. Ten years ago, he originated the annual festivals which attracted more than twelve hundred couples to Amherst. Proceeds from the 1955 festival were contributed to the Loy Memorial Scholarship Fund.

Prior Planning for Park Pays

The following statement by Edwin L. Haislet, president of the Minneapolis Board of Park Commissioners, in an annual report, points up the wisdom of obtaining park property whenever possible: "Principally responsible for the high degree of park development in Minneapolis are the early members of the board who, in their wisdom, acquired property for park purposes long before such development was financially possible. In this policy lay the secret of their genius, for today it is an axiom of park work that park areas must be acquired long before the need for them is demonstrated, or the needed land will have been devoted to other uses or the cost of acquisition will be prohibitive."

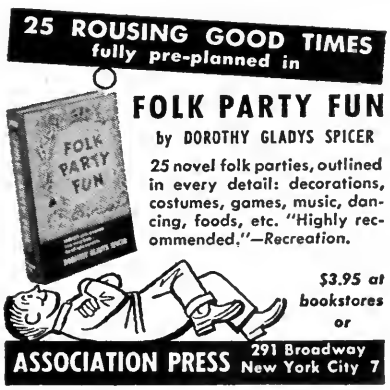
Materials Available

Teen Club Aid: The Tom-A-Hawk Club, in Aurora, Illinois, is a well-established teen-age center. Its success in organizing activities and securing volunteer leaders for a rich program make it a good example. If you'd like to have a detailed report and history, write to John A. Lippold, director of the Aurora Playground and Recreation Department. His board has authorized free distribution to other departments that might find this information helpful.

Publication on Old Age: The May 1, 1955, issue of *Canadian Welfare* is a special number on old age, with eleven articles on employment, income maintenance, housing, health, recreation, housekeeping service, and community organization for the aging. There is a section on activities on behalf of the aged across Canada. Copies of the issue may be ordered at thirty cents each (discount on orders of twelve or more) from The Canadian Welfare Council, 245 Cooper Street, Ottawa 4, Canada.

Psychology for Leaders: "The Kids We Know and How They Grow" is a brief mimeographed pamphlet, prepared by personnel in the Phoenix, Arizona Parks and Recreation Department, as a psychology handbook for recreation leaders. Henry T. Swan, superintendent of recreation, says a limited number of copies are available to other recreation departments if they write—on their department letterhead—to the Phoenix department at 2700 North Fifteenth Avenue.

Youth Center Organization: How To *Organize a Youth Center* is an attractive, helpful booklet, now in its fifth printing, which is available without charge to recreation leaders. Write to the Coca-Cola Company, Atlanta, Georgia, for your copy. You'll find it well worth while.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What Parks and Open

Joseph Prendergast

PARKS AND OPEN SPACES mean a great deal to the American people, perhaps more than to any other people in the world, because parks, in the modern sense of the word, and open spaces, in both the modern and the traditional sense, have contributed, and can continue to contribute, much to the very essence of the American way of life.

The physical wealth, emotional strength, and the great democratic spirit characteristic of America have been shaped and formed under the pressure of an abundance of open space. First, it was an unknown and empty continent which faced the restless, adventuresome men who explored the coast of the New World. As more and more sailing ships brought colonists fleeing from the crowded areas of Europe, the wide Appalachian Mountains were crossed and the heart of the continent penetrated by men and women seeking freedom and opportunity.

Every child in America knows about Davy Crockett and that amazing group of frontiersmen who until the late nineteenth century were continually on the move for new "open space"—virgin land on which to hunt, search for wealth, and finally to settle and raise families.

B. A. Botkin in his *Treasury of American Folklore* describes these people in this way: "In endless brags and gags, tall talk and tall tales, heroic myths and sagas, blues and ballads, they express the boundless optimism and the 'individual competitive aggressiveness' of a restless, ingenious, wisecracking folk with one foot in the road, who still believe in miracles and in greener fields across the next river or mountain, in the next county or state."

It is worth noting that the inscription on the California State Capitol reads, "Bring me men to match my mountains."

The folklore, the tradition, and the fact of the American wilderness, frontier, and open space have had an enormous influence on the American character. Although the frontier had disappeared by the 1890's the spirit of democracy and the individual initiative literally forced upon the American people by boundless open space continued to flourish. American business, government, industry, and education received their greatest stimulation from the concept of America as the land of opportunity. And the land of opportunity basically meant an endless stretch of open space where a man could achieve individual success and happiness.

With the closing of the frontier certain American civic leaders, more sensitive, perhaps, than others to the special American need for open spaces, began to unite and speak of the individual and social evils of crowding too many people in too small areas in cities, without making provision for the people to keep in frequent contact with the elements of a natural environment. They advocated the preservation of large areas within cities to serve as retreats for the people, for rest in an environment of peace, quietness, and natural beauty, and for such forms of active recreation as would not destroy the essential quality of the areas as places of inspiration and enjoyment of the beauties of nature.

The first concrete result of this movement was Central Park in New York City, in 1853, followed in rapid succes-

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JOSEPH PRENDERGAST *is the executive director of the National Recreation Association. The above article is from his address to the National Citizens Planning Conference on Parks and Open Spaces for the American People, May 23, 1955, Washington, D. C.*

Spaces Mean to the American People

sion by the establishment of similar parks in several other large cities of the United States. From these beginnings, during the last half of the nineteenth century, have evolved the elaborate systems of recreation areas providing for both active and passive recreation in our cities of today. In 1885, the first playground was established in Boston and in 1906, with the founding of the Playground Association of America, now the National Recreation Association, the national recreation movement was well under way.

In 1892-93, the Boston Metropolitan Park System was established as a special method of handling on a district basis the acquisition, development, and administration of recreation areas not practicable for local, town, and city governments in the region to handle alone. The metropolitan district plan has, of course, since spread to other sections of the country.

In 1895, the first county park system was established in Essex County, New Jersey. The principal county recreation developments since then have been in counties in the metropolitan regions of large cities serving practically the same functions as metropolitan park districts, although in a few counties the recreation service provided is primarily for rural and small rural-urban communities. In some parts of the country townships and special districts have also been used to administer recreation systems.

Between 1870 and 1880, a few states such as California, New York, Michigan, and Minnesota began to establish state parks and recreation areas—a movement which has since spread to every state in the union with Colorado, the last state to do so, establishing a state park agency in 1955. The establishment of Yellowstone National Park in 1872 marked the entrance of the federal government into the field of conservation of natural resources for recreation, from which has grown the magnificent system of national recreation areas now available to us all.

I do not know whether or not there was any conscious plan on the part of the American people or their leaders to substitute local, state, and national parks and other open spaces for the frontiers and boundless open spaces of the past so that the best values of frontier and pioneer life could be perpetuated. Perhaps they were seeking simply to assure some opportunities for happier and more abundant lives through active outdoor recreation or passive enjoyment of nature without really knowing why the American people had a special need for parks and open spaces.

It is fortunate, indeed, that the early twentieth century pioneers in conservation, park, and recreation planning were so successful. Thanks to their farsightedness we have made a good start in the acquisition of an adequate network of national, state, and local parks and recreation areas. In the transition period between the age of the frontier, the industrial revolution, and a new age of leisure, they have provided the American people with a down payment on the kind of land dedicated to the public use which we are going to need to live successfully in this new age.

Here I am using the word "recreation" as it was used in the 1934 report of the National Park Service for the Land Planning Committee of the National Resources Board to connote "all that is recreative of the individual, the community or the nation. In this sense, it is broader than the 'physical activity' concept. It includes mental and spiritual expression. It allows gratification of the nearly infinite variety of tastes and predilections so far as that gratification is consistent with sustained utilization of the nation's recreational resources."

I think all of us here today would agree with the views expressed in that 1934 report that, "The public recreation movement in America represents a conscious cultural ideal of the American people, just as the great system of public education represented such an idea. It takes rank with the system of public education as a necessary addition to the cultural equipment of the nation. Its supreme objective is the promotion of the general welfare through the creation of opportunities for a more abundant and happier life for everyone."

The great, untracked wilderness is gone. The frontier is passed. The age of leisure is here. The impact of advertising through every possible media proclaims that this is so. We are constantly being besieged to buy products which will help us enjoy our leisure the more. And incidentally, may I note in passing, that a great many of these products are ones which are consumed or used enroute or at our public parks and recreation areas, or they are products which we need special recreation skills and training to enjoy.

The 1950 census reports gave the first really substantial statistical information indicating that leisure is now possible for everyone and not just for the favored few. Since then, business publications, reports, and magazines have assembled an amazing collection of facts which demonstrate conclusively that recreation and leisure are now of major importance to American living, and that in the years ahead leisure and how it is used will be a major concern of every business and industry, civic organization, school, church, and unit of government. Total production in 1950, 1951, 1952, and 1953 set successive new records over the previous high achieved at the peak of wartime production in 1944 when it reached $268,000,000,000.

The Committee for Economic Development, a private research organization, has predicted that by 1965 gross national production will total $535,000,000,000, an increase of fifty per cent over present rates. Output per man-hour as estimated by the Federal Reserve has been steadily increasing at an annual rate of two per cent or more since 1947. There is no sign that American industry, especially in the

coming age of automation, cannot, at least, maintain that performance.

What does this mean in terms of the families of America? It means simply this: in 1944 the average family had an income of $3,610, as compared to $4,460 in 1950. In 1953, the average family income was well in excess of $5,000. In 1929, only thirty-one per cent of all American families had incomes between $3,000 and $10,000 a year, while in 1953 fifty-eight per cent of all families had such incomes measured in dollars of like purchasing power.

One million families, according to a book just issued by the editors of *Fortune* magazine under the title *The Changing American Market*, are crossing the $4,000 income figure a year, and in five years a like number will be crossing the $5,000 income line.

Business Week magazine, more than a year ago, said, "Spending money on leisure is no longer considered an economic waste. In fact, the future economy of America will be built upon leisure-time spending. There is just so much food and clothing and shelter and other things needed for bare existence. There is no foreseeable limit to what we need and can use as our leisure time increases."

Recreation in the Age of Leisure

There can be no doubt that one of the major trends in living today is leisure. It is a fact. How we are prepared to use it and what we do with it will, to a great extent, determine the kind of people and the kind of nation we will be in the years ahead.

I wish I could confidently say that the future American character will be moulded in as desirable a way by the fact of leisure as it was by the fact of wilderness and the frontier. I wish I could say open spaces were available now to help the growth of the American character in the same tradition as in pioneer America. We have time, money, and people for leisure. But we have not yet developed an ethics of leisure, sufficient leaders for leisure, and above all, adequate spaces to enjoy leisure activities.

Open space for leisure living is essential for the continued growth of the kind of American character we cherish. Without places to play, a philosophy of recreation, an ethics of leisure, will be of little value. The age of leisure will become a stunted and meaningless thing. Unless an informed public aggressively insists on its right to adequate park and other recreation areas, the vanishing wilderness and the vanishing frontier will be joined by a vanishing opportunity for outdoor recreation.

How critical is the need for additional parks and open spaces? An estimate of the National Resources Planning Board in 1942 stated that four million additional acres of state park land should be acquired to meet the needs of the expanding population. By comparison, between 1939 and 1952 only 500,000 acres were actually acquired.

Consider, for example, the latest Twentieth Century Fund report on "America's Needs and Resources." It says that in 1950 an additional 276,000 acres of park land were needed by urban residents to bring their cities up to the basic standard. Very few of these needed acres have been acquired.

At the national level, attendance at national parks and recreation areas has increased enormously. In 1916 when the National Park Service was created by law only 358,000 people visited the areas under its supervision. Last year the attendance was forty-eight million. Visitors to the Corps of Engineers projects increased from ten million in 1949 to twenty-six million in 1951, and 53,848,000 in 1954.

According to Conrad Wirth, director of the National Park Service, it will require two and a half times the present appropriation over a ten-year period to correct the present bad campground conditions and double the present facilities.

The problems of open space, its development and maintenance at the national level, have received much national publicity in the past few years. It will need much more before the average American will insist on better provisions for his leisure in the national parks, forests, and other recreation areas under the federal government.

But what is happening at the local level receives only local publicity. So far, there has been little national publicity given to the critical need for new park areas and open spaces in cities and towns and suburban areas. And yet, in city after city, and suburb after suburb, the competition for the use of the remaining open space is becoming tremendous.

Existing park land is being sought for fire stations, super highways, juvenile detention homes, public housing, and other public purposes as well as for private use. At the same time, new neighborhoods are being built overnight by developers and subdividers. A recent article in the *New York Herald Tribune* reports:

"All this points up what community planners in all the suburban areas are emphasizing as the basic need—land acquisition for future growth. They are in agreement that the localities themselves—the counties, cities, towns, and villages—must act soon to acquire the land sites for playgrounds which may not be needed for years to come. Development is moving so fast that available recreational sites are vanishing overnight."

Professional park and recreation people, representatives of citizen boards and committees must help alert the American people to the very serious need for the protection of existing parks, water resources, conservation areas, and other recreation sites, and for the expansion of those areas to meet the new need of a leisure age. Informed professionals and civic leaders need to be joined by business and industry in a massive campaign to assure adequate parks and open spaces for the future. The stake of private enterprise in the new leisure is great.

So serious is the problem, that I cannot help but urge that a series of conferences like this one be called and attended by the sponsoring and cooperating organizations of this conference and by all other agencies, public and private, concerned with recreation in all its manifold aspects. Out of such conferences should come the preparation, adoption, and implementation of a nation-wide recreation policy, plan, program, and administrative framework through which the American people can provide for themselves adequate opportunities for the best and most satisfying use of their expanding leisure time. ●

The Craft Arts in Education

The place of handcraft in the educational program—elementary, secondary, college, and university—has appeared rather frequently as a subject for discussion at meetings of art teachers in the last few years. Caught unawares by the great public interest in handcraft, educational institutions are now being faced by a demand for courses in crafts, coming from people with a wide range of interests—amateurs, professionals, teachers, therapists, and designers for various industries.

Harold J. Brennan

ONE OF THE most astonishing movements in the United States in the last quarter of a century has been the tremendous renascence of interest in the crafts: weaving, ceramics, metalcrafts, and furniture making. This development has not come about primarily as the result of encouragement by schools and museums (with a few notable exceptions) but rather through discovery of the craft arts by hundreds and thousands of people who must know something worthwhile and meaningful to them when they see it. They have joined weavers' guilds, taken courses in home bureau groups and similar adult and extension programs, and bought craft "kits" and tools, often with more enthusiasm than direction.

This extraordinary activity has somewhat bewildered those of us in teaching whose duty it is to relate our programs in art and education to the life interests and needs of our students. Our laggard deliberations and planning have been left far behind as the rapidly accelerating desire for activity and instruction in the craft arts has forced students—both young and adult — to find help where they can. Education, on the whole, necessarily must move somewhat slowly; but it was apparent, some years ago, that the quickening awareness of the aesthetic and constructive value of the craft arts was neither trivial nor temporary. It was founded on some basic human needs as well as on fundamental and historic characteristics of our American culture.

MR. BRENNAN *is director of the School for American Craftsmen, Rochester Institute of Technology, Rochester, N. Y.*

The reaction, in educational meetings, to this wide public demand has been more negative than constructive. Put on the defensive by the tide of interest, the associations of teachers berate the use of kits and voice strong feelings decrying their use. Often there is an underlying misgiving as to the artistic worth of the craft arts, and their *expressive* or *creative* possibilities. These latter sentiments are always supplied by teachers who know little or nothing of handcraft. But, being teachers, they do speak with a measure of professional authority, and their opinions are taken more seriously than they merit.

The great assault is on the kits and other props and crutches. At the regional and national meetings of the art associations, except for one, a considerable area is always filled with the displays of commercial firms that supply kits, designs, and other aids which profess to help the novice or assist the more experienced craftsmen. The official view, on the part of the art group, is usually one of strong disapproval of the classroom use of such materials. There is little real evidence of any positive and constructive effort to find an alternative to the kits or toward the development of some course of action. It is a hard and unpleasant thing to say, but the kits have come to fill a vacuum, and supply needs and interests for which the majority of the schools and museums have neglected to provide. They may be a poor and unsatisfactory answer to a demand, and contribute little, if anything, to the individual which will lead to his constructive or creative advance. But the fact is that the kits and other commercial aids exist because schools and museums have failed to recognize the craft arts in their educational and exhibition programs.

There is not as yet any general awareness of the need for a re-evaluation of the content of the art program, and for the broad introduction of soundly conceived and properly taught courses in the craft arts. Only a few of the museums, one of the important channels through which the public becomes acquainted with new practices and ideas in the arts, have seen fit to give a proper emphasis to the crafts, although their record in this respect does seem better than that of the schools.

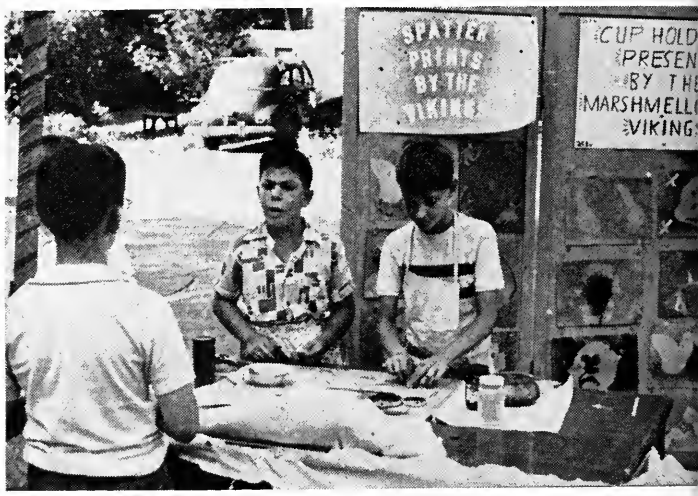
The great Designer Craftsman 1953 Exhibition, sponsored by the American Craftsman's Educational Council and fourteen leading American museums, marked a definitive milestone for craftsmen in the United States. First shown at the Brooklyn (New York) Museum in December 1953, it has been on tour since. Excellent and meaningful as this exhibition was, the opinion was generally held that practicing craftsmen, or persons with a first-hand working relationship with craft arts production, could have contributed more significantly to the judging of the show. The crafts sections of many shows too often are judged by museum directors, painters, and sculptors, who, with more self-confidence than knowledge, award prizes to weavers, potters, silversmiths, and furniture designers.

Two years ago the president of a Midwest university made this observation: "Perhaps we have grown to believe unwisely that the building, the work of sculpture, or the painting are the only forms of art. But we should look about us . . . and see the beauty and utility that the craftsmen and designers have brought to enrich our lives." ●

Condensed and reprinted from the Winter 1954-1955, *Handweaver & Craftsman.* Part II of this article appears in the Summer 1955 issue. (See page 398, this issue, RECREATION.)

Sightseer admires (?) work of his playmates. This collage was product of efforts of three Deborah club members.

Setting up Art Fair looks chaotic but is actually well organized. Bright paper hangings add carnival atmosphere.



Spatter printing demonstration is in progress using paper cut outs and leaves as stencils. Art work is also on sale.

YOUTH HOLDS AN

Members of Chicago's Deborah Boys' Club show their neighborhood a thing or two about salesmanship, barter creative work for money to buy modern ceramic kiln.

Phillip L. Brin

Reprinted with permission from the May 1955 issue of *Junior Arts and Activities*. MR. BRIN is director of the Deborah Boys' Club, a branch of the Young Men's Jewish Council, Chicago, Illinois. Photographs are by PHILIP DRELL, the Deborah Boy's Club photography instructor.

DISPLAYING arts and crafts projects made by the members of a youth-serving informal educational or recreational agency usually poses a problem to administrators. The usual type of display does not draw the interest, nor does it allow adults to see the youth in action, with all their vim, vigor, and vitality.

During the past summer, the staff members of the Deborah Boys' Club of Chicago hit upon an idea—to conduct an open air art fair and exhibit to show the community the work of the members. The fair was planned with the following purposes in mind:

1. To allow parents and community members to view the creative projects made by the club members.

2. To give recognition to each participant in the summer art program by having them produce and display their creative works.

Front porch of club building is perfect for displaying paintings nd craft work—totem poles at right, photographs at left.

ART FAIR . . .

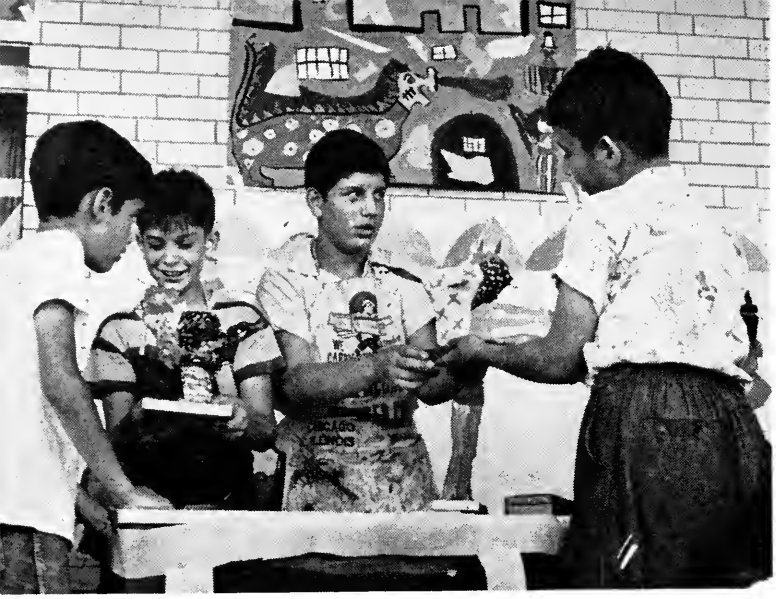
3. To get a carnival atmosphere by having the exhibits and products displayed in a colorful booth arrangement.

4. To allow the members to sell their creative projects for an even greater sense of accomplishment.

In order to achieve these purposes a great deal of planning and coordination was necessary. First, a purpose had to be determined for selling the products made by the members. This was arrived at by a staff consultation as to the item most needed in the art department. The unanimous decision reached was that our ceramic kiln was inadequate and dangerous to use; therefore, all funds should be directed toward buying a new kiln.

The next decision to be made was what items would be easiest to make, what would be most saleable, and what would keep the interest of the members in production. The economy of the product was a very important point to con-

Lively-looking masks made with scrap on paper plate bases and painted are results of impromptu rainy-day project.



Salesmanship plays an important part in the fair's success. The boys have chance to sell as well as demonstrate art work.

sider, as the budget was limited, and overhead had to be kept low. Mr. Samuel Wenet, club program director, Mrs. Esther Sklarewitz and Miss Charlotte Labinger, summer play club directors, headed the fair and planned the projects to be developed.

The final decisions on these problems were made after the staff reviewed the creative arts and crafts projects which the members had worked on during the summer. All of the items—papier-mâché dolls, sculpture, leatherwork, paper plate candy dishes, coasters, cup holders, photogram paper weights, wire sculptures, papier-mâché wall masks, leaf print napkins, and spatter prints were made from scrap materials obtained from companies and individuals interested in contributing to the club. The use of these materials in creating projects kept the overhead to a bare minimum.

After the general planning was done, a date was set for the big affair. The total agency staff was then asked to invite their groups to participate by making articles to sell. The exhibits which were not intended for selling purposes were those items made by special interest groups in their regular activity period. These included drawing and paintings by individuals and murals by the play club groups.

The prospect of conducting and participating in the art fair attracted one hundred and twenty members, some of whom had not actively participated in any of the activities in the club until this event was announced, only three weeks prior to the date set for the fair.

The invitations were designed and silkscreened by hand in the art department and were mailed to all of the boards of directors of the sponsoring organizations—the Deborah Woman's Club, Young Men's Jewish Council, and the Deborah Boys' Club Parents Association.

For the three weeks prior to the event, each group met three times a week specifically to work on their projects. Signs were printed by the members and posters were designed, painted, and displayed to tell of the coming event. A full publicity program was outlined to inform the newspapers, and, due to the uniqueness of the activity, the newspapers, both local and city-wide, responded by giving advance coverage as well as coverage of the activity itself. The day before the fair, "sandwich men" roamed the neighborhood informing neighbors in the community of the event and inviting them to attend. The whole plan was to conduct the fair and exhibit outside of the building on the front porch and adjoining sidewalks, with the provision that if it rained, it would move indoors to the club gymnasium.

The big day arrived, and Chicago was hit by one of the biggest summer storms in its history, but by 2:00 P.M., an hour before the scheduled opening, the sky cleared and the task of setting up started.

An outsider watching the activities between 2:00 and 3:00 P.M. would have exclaimed that it was "chaos," but after looking a little closer, would have realized that it was *organized* chaos.

At 3:00 P.M. everything was in order—the cooking classes had their booth ready to sell cookies, hot dogs, and cokes. The artists and craftsmen were ready to demonstrate the process involved in creating their products and to sell their wares, and club photographers were busy snapping pictures.

For three hours the fair continued, with over four hundred parents, neighbors, members of the boards of directors, boy and girl club members, and interested persons just walking by—viewing, buying, and marveling at the work which the children were displaying.

The fair proved successful, the children had an enjoyable time and were proud to show their work. The adults saw not only the work produced by these eight-to-twelve-year-olds, but also were swept up by the enthusiasm and salesmanship of the youth to the tune of spending over one hundred dollars to help the club buy its ceramic kiln. Probably the happiest were the staff members who had finally found a constructive way to display the arts and craft work of the members to an enthusiastic and receptive audience. ●

One item made by photograph club was a paperweight—a plastic-covered photogram mounted on base of heavy wood.

Lifting the Standard of Recreation Personnel

A Different Approach to the Subject of Training.

Stephen H. Mahoney

IN THE course of time there has been accumulated a wealth of material on the subject of the training of recreation personnel. The product of the best minds in the recreation profession, working either as individuals or as members of regional or national committees, training methods are being revised constantly to meet new conditions and to develop new procedures and techniques. Only recently there has been issued in booklet form, by the National Recreation Association, another report from one of its national committees, *Playground Leaders—Their Selection and Training.**

With such a store of material available, it is obviously unnecessary to devote time here to further discussion of the general theme of leadership training as we have been treating it over the years. Every contribution which has been made thus far has been of tremendous value, and the accumulated material for the subject matter, the procedures, the techniques, the training skills, the suggested schedules, and for many other phases of training as utilized in pre-service training courses, in-service training, and workshops of all types.

Let us, therefore, bypass further comment on "how-to-train," for the more important consideration:

* Available from the National Recreation Association, 8 West Eighth Street, New York 11, New York. $.85.

MR. MAHONEY *is superintendent of recreation in Cambridge, Massachusetts. This article is from a talk given at the Recreation and Youth Leadership Institute held at Springfield College, Springfield, Massachusetts, April 1955.*

Whom Shall We Train?

Standing as it does at the meeting point of its past career of growth and development and the period of professional advancement, the recreation profession can well give consideration to the selection of the human material which will play the major role in its future performance.

Through the past half-century, when we were attempting to gain recognition and to consolidate our gradual gains, there was relatively little opportunity to be "choosey" about personnel. Incidentally, that may be the reason why some of us who are still around were able to slip in.

The playground movement, as it was known for some time, was obliged to recruit its personnel from outside fields. There was no reservoir of trained personnel from which to draw. Only in the allied field of education did there appear to be the source of personnel for the new recreation venture.

Only those who have been identified with the recreation movement since those early years can duly appreciate its attainments in the direction of improved personnel. The simultaneous development of a number of factors has effected these attainments. Some of these factors are:

- The organization and development of professional improvement groups.
- The attainment of sufficient maturity to give dignity of character to the recreation movement.
- The gradual evolution of a philosophy of recreation.
- The recognition of recreation by colleges and universities and the granting of degrees therein.
- The resultant growing source of trained personnel.
- The opportunities for study and research.

These attainments will reflect themselves throughout the whole field of recreation. As they continue on to greater degree, the profession must be ready to assimilate their benefits. The subject of personnel must become the major concern of every person identified with recreation.

The time has come to take advantage of the supply of trained leadership. Over the years most of us have watched some excellent leadership material slip away from us. How many young people, whom we have trained as part-time leaders during their college days, have entered other fields and other professions because we could not hold them?

The situation involving the supply of trained leadership is a reciprocal one. If colleges are to continue to build up a supply of trained personnel, then the profession must present the demand for it. Unless this supply and demand is maintained at its proper ratio, much of the ground which has been gained will be lost. The time for action is *now*.

As long as positions in recreation are held at the level of importance which they have occupied up to now, the outlook for better leadership will remain dim. As long as the recreation worker is relegated to the same category of employment as is occupied by the rank and file of the employees in the general personnel structure of the community, there will be no outlook for improvement. As long as the general conception of a recreation worker's importance is held inferior to that of the em-

ployee in the education system, there will be no professional advancement.

Until such time as some of the barriers which block our progress are removed, we will not advance. The legal blocks which confront us must be removed. The statutes which forbid recreation officials to set up educational qualifications in competitive examinations must be repealed. The rules which specify that in civil service examinations there is no opportunity for oral testing must be changed. The relatively low evaluation placed on recreation positions by community administrative officials must be changed. The removal of these and other impediments is the challenge which confronts those of us who constitute the recreation profession.

These thoughts, relative to the selection of recreation personnel, are my conception of the most necessary steps to be taken in connection with the general topic—leadership training. Underlying these there is the same basic need that is essential to the professional growth of the whole recreation movement. I believe, however, that it is within the sphere of personnel that our best opportunity for action lies.

The place of recreation in our society is no longer a conjecture; its effects on every phase of our life are recognized almost universally. Its greatest potentialities have not yet been manifested. The weakest point in its present structure is the lack of recognition given to its personnel.

The power to improve this recognition lies within the recreation profession itself. This power, now latent in the ranks, can be harnessed and utilized with great effect. With every medium at our command, the message of a "voice of recreation" program must penetrate to the remotest corners. No longer can the importance of recreation as a vocation be hidden. The opportunity it affords the young man or the young woman with academic and professional training must be stressed. This professional challenge confronting every leader in the recreation movement must be met by him both as an individual and as a member of the professional organizations. In many sections of the country this challenge is being met with beneficient results. This achievement can serve both as a precedent and an inspiration for further achievement.

The professional worker in recreation must be equipped with all the attributes of a profession. Not only professional salary inducements, but the conditions of employment, the tenure, the opportunity for advancement, the chance for professional improvement, and for membership in professional organizations—these must be set forth in prospect for the trained leader.

It has been the lot of many of us who are identified with recreation to have been in a position to watch its growth from infancy to maturity. At every step along the way we have stressed the importance of leadership as the most essential factor in the movement. This importance has increased rather than diminished with recreation's growth. As we boast each year of the increasing millions devoted to facilities, for maintenance budgets, and for capital expenditures for recreation, let us dedicate ourselves to lifting the recreation leader to his rightful position. Our greatest contribution to the profession will be attainment of this objective. ●

Hospital Capsules

Beatrice H. Hill

So Much For So Little. Never was a title of a movie so deceptive. The Hospital Recreation Consultant Service of the National Recreation Association, which consists of Jody Legoyda and myself, can hardly believe, after two years of trials, tribulations, hopes and often despair, that the picture we dreamed of is completed and ready for distribution. We hope you will like it! *So Much For So Little*, 28 minutes, in color, will be available for rental for $7.50. The picture has both narration and lip synchronization. It has been produced by the Hospital Recreation Consultant Service and Robert Wald, producer of the "American Inventory Series" of NBC-TV, for the purpose of stimulating interest in the creating of recreation programs for all age groups in hospitals, nursing homes, homes for the aged, and specialized institutions for the ill and handicapped.

The picture was made possible by a grant from the Hofheimer Foundation, New York. It shows, in dramatic form, how a volunteer worker discovers that recreation in a general civilian hospital contributes to better patient morale. A highlight of the film is an appeal made by Howard A. Rusk, M.D., director of the Institute of Physical Medicine and Rehabilitation and associate editor of the *New York Times*, for more community and professional interest in this new, but fast developing, field.

Springfield College, in Springfield, Massachusetts, held a two-week summer session workshop, July 18-29, entitled "Survey of Recreation in Rehabilitation." The workshop had a registration of thirty-five professionals, as well as many who came in for special sessions. One day was devoted to recreation in hospitals, at which time I was privileged to conduct the sessions. They dealt with hospital recreation services for children, general, medical and surgical, chronic and neuropsychiatric patients. Also, we covered the educational and vocational aspects of today's hospital picture. These sessions were presented by recreation directors Alice Burkehardt, Children's Division, Mt. Sinai Hospital, New York; Doris Berryman, Memorial Center for Cancer and Allied Diseases, New York; John Gehan, Goldwater Memorial Hospital, New York; and Martin Meyer, chief, Recreation Service, Franklin Delano Roosevelt Hospital, Peekskill, New York.

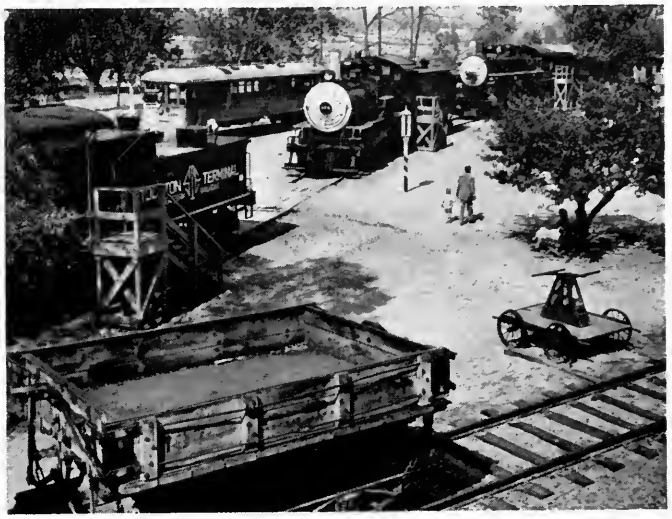
I would particularly like to recommend to all those working in hospitals, homes or institutions, especially for the mentally ill, a pamphlet entitled *Volunteers in Mental Hospitals*, published by the National Association for Mental Health, 1790 Broadway, New York, at twenty-five cents per copy. Edited and co-authored by Marjorie Frank, former director of service in Veterans Hospitals, American Red Cross, now assistant executive director of the National Association of Mental Health, this pamphlet includes a fine article by Doctor O. Arnold Kilpatrick, director of Hudson River State Hospital in New York, on the great value of volunteers in his hospital. The pamphlet not only tells of the need for volunteers, but also of the great many important parts that they play in the recreation programs in such institutions. ●

MRS. HILL *is the NRA consultant on hospital recreation.*

TRAVEL TOWN - U. S. A.

A Museum to Enjoy

Gladwin Hill



This amazing municipal facility is one of the world's most unusual collections of vehicles of all types and vintage. On display are locomotives, an old caboose, Union Pacific diner, airplane, and so on.

PROBABLY the greatest letter-off-of-steam in the history of children (and that goes back a long way) has become a large-scale project of the city of Los Angeles.

It is Travel Town, a permanent outdoor transportation museum in Griffith Park. "Museum" is something of a misnomer, because it connotes passive observation. The big point about Travel Town is that everything in it is to be actively enjoyed.

It is a haven for any kid who ever wanted to ride a locomotive, fool around a firehouse, or see what it feels like to be the pilot of an airplane. Travel Town's appurtenances include real-life examples of all these types of rolling stock, along with much auxiliary equipment. Furthermore, children, instead of being fenced off and cautioned not to touch, are supposed to clamber over and around them and monkey with them to their hearts' content.

Travel Town was started after the war with some old firehouse equipment, a Jap Zero fighter plane, and an old locomotive. It is now growing by the week, with one item after another added as public-spirited citizens and organizations have been caught up in the whirlwind of youthful enthusiasm it generates.

It now boasts a large array of locomotives and other rolling stock from several railroads; more fire engines; an old railroad station; and such transportational antiquities as an oldtime gas company meter-wagon.

A new policy of loan exhibits has just been instituted. A San Francisco cable car was sent down here as a decorative motif for the Los Angeles International Flower Show. Before it could be returned, the Los Angeles city fathers prevailed on the San Francisco city fathers to let it pause for the kids to play on.

One segment of the railroad collection has been set up for actual operation on a half-mile track, dubbed the Crystal Springs and Southwestern Railroad. It comprises a 1910 locomotive and two passenger cars which ran for years between Honolulu and Weianae in Hawaii. The equipment was donated and transported to Los Angeles by the Matson Steamship Line and hauled the twenty-five miles inland to the park by a local trucking company. Kids and their parents, at fares of ten and twenty cents, have been riding on it at a rate of three thousand every weekend. Admission to Travel Town itself is free.

There is also a 1909 locomotive from the Western Pacific Railroad, a 1920 locomotive from the local Santa Maria Valley Railroad, a caboose, and a 1920 dining car from the Union Pacific Railroad. The diner's original cost was $100,000.

A recent addition to the collection was a Los Angeles Fire Department hook-and-ladder truck which operated both in the horse-drawn days and later under conversion to auto traction. The Western Union Telegraph Company has just joined in the fun by equipping the old depot with a full-fledged old-time telegraph system.

The Western Pacific locomotive, which with its tender is seventy feet long and weighs over 1,700 tons, was in actual freight service up to within a few weeks of its addition to the museum.

The collection includes also an 1882 locomotive from the old Central Pacific Railroad. It was donated by the California chapter of the Railroad and Locomotive Historical Society of America.

Travel Town is an operation of the city recreation and park department. It is in the northwest corner of Griffith Park, on the edge of the suburb of Burbank, close to Warner Brothers studios.

The grounds have ample space for the growing collection, and its possibilities are seen as almost limitless and encompassing such additions as a submarine and a blimp. The only real problem is how to get a sizeable ship that far inland.

Meanwhile hundreds of thousands of children have been delighted and their parents rendered eternally grateful for this ideal outlet for youthful exuberance and curiosity. ●

Reprinted from the *New York Times*, June 5, 1955, by permission of the publisher and author, who is Los Angeles staff correspondent of the *Times*.

Old and young enjoy Jersey City's open-type rink. Note runway connecting rink and indoor facilities in the stadium. Site must be large enough to include necessary accessory features.

Outdoor Artificial Ice Skating Rinks

George D. Butler

Present upward surge of interest leads to consideration of construction, costs, and values.

INTEREST and participation in outdoor winter sports have mounted rapidly in the last few years and there is no winter sport in which so many individuals take part or which is provided more widely than ice skating. The *Recreation and Park Yearbook* for 1950[1] showed that facilities for ice skating far outnumbered all other winter types. More than 700 cities reported a total of 3,274 outdoor skating areas with an attendance of 8,000,000 at little more than half of the rinks.

In communities where there are ponds, lakes, or streams suitable for ice skating, these can be used with little preparation on days when the ice is sufficiently thick to permit the activity to be carried on safely. In other communities, however, where it is necessary to spray or flood areas for ice skating and where, as is often the case, advance preparation of the rink is required, the number of skating days in the past few winters has not been sufficient to justify the expense of preparing such facilities. Recreation and park authorities have recently been receiving too little cooperation from the weather.

For this reason, interest in the construction of artificial rinks has taken an upward surge in the last two or three years, with the 1955 *World Ice Skating Guide* (see bibliography at end of this article) estimating more than one hundred new artificial ice skating centers built in 1954 in North America. The number of municipalities erecting mechanically frozen outdoor rinks is growing, and many cities are investigating the costs and values of installing one.

[1] Published by National Recreation Association. A new yearbook is scheduled for 1956.

MR. BUTLER *is director of the NRA Research Department.*

Rink Types and Construction

An artificial skating rink consists of a floor sprayed or flooded and frozen for skating and the refrigeration equipment essential to produce and maintain the ice. Many of the municipal installations use ammonia compressors which are driven by electric motors or other power condensers and an ammonia receiving tank. If the brine system of refrigeration is used, a brine cooler and brine pumps are required. A refrigeration unit is connected with the pipes in the rink through header or feeder pipes at one end of the rink. A building is also needed to house the refrigeration machinery, unless it is mounted on a trailer truck, and afford a shelter for skaters. Other features usually provided are flood lights, seats for spectators, a woven wire enclosure and, if the rink is to be used for ice hockey, dasher boards around the rink, players' benches and penalty boxes.

Three general types of rinks have been installed. The rink surface floor of one type is composed of a reinforced concrete floating slab in which has been installed a system of pipes through which the freezing solution circulates; another consists of an area in which the pipes have been imbedded in sand, crushed stone, or similar material. The third type, which is known as the roll-up or take-up rink, consists of some form of plastic pipe laid on supports and set on a thin layer of sand over a turf, soil, or paved surface.

Iron header pipes, which are enclosed in a permanent installation, conduct brine to plastic tubes in Detroit's take-up rinks. These tubes can be rolled up and stored.

The first type of installation involves the construction of a permanent all-purpose floor, usually with a monolithic concrete surface. The ice sheet is built up directly on the concrete floor and when the skating season is finished, the area can be used for roller skating, tennis, and a variety of other activities. Wrought iron or standard mild steel pipe, of 1- or 1¼-inch diameter and set at 4-inch centers, is commonly used for this type of rink. It has good thermal conductivity and therefore requires less refrigeration capacity than some other materials. One disadvantage in this type of construction is the difficulty in repairing a leak, crack, or other deterioration which might occur within the slab. Studies have shown practically no corrosion in rinks with direct expansion refrigeration. The cost of the all-purpose rink is higher than that of the other two types.

In the open type of rink the ice surface is built upon iron or steel pipes imbedded in sand or crushed stone, with the pipes usually resting on sleepers creosoted under pressure and fastened to them with galvanized clips. (Cinders or clay should not be used to surround the pipes.) It is less expensive than the permanent rink and it has the advantage that leaks can be detected easily and repaired rapidly. In case a permanent rink on the site is ultimately desired, but sufficient funds are not available for constructing it, or if settlement of the area has not been completed, this type of rink may be installed in such a manner that it can later be covered with concrete in order to form a permanent all-purpose court. Where installed on an area such as an athletic field, which is to be used during the spring, summer, and fall, the rink may be constructed several inches below the surface and covered with tar paper and clay or top soil at the end of the skating season. This type of rink can be removed at the end of the skating season, but the cost of doing so would be very considerable. Subdrainage is important under the concrete and open type of rinks.

The roll-up or take-up rink is the least expensive and can be installed on almost any reasonably level surface, such as that of a paved tennis court, lawn, or a dirt area. A paved area, however, is considered preferable to other surfaces. The roll-up rink, based on polyethylene plastic pipe, can be installed quickly and taken up and stored easily so that the area can be used for other activities during the spring, summer, and fall. The light-weight pipe has less thermal conductivity than wrought iron, but it has proved effective although it has not been in use long enough to determine its life expectancy. Deterioration owing to chemical action should be negligible, but because skate blades will pierce the pipe easily, the installation of sheet metal protectors is necessary. This adds to the cost and decreases the heat transfer. If the location of the rink is more or less experimental, the refrigeration unit may be mounted on a trailer truck rather than installed in a building. At the end of the skating season, the plastic pipe can be rolled up in rink length sections and stored until the autumn when it can be relaid. The iron header pipes used to carry the refrigerant to the plastic pipes, and extending along one side of the rink, are commonly boxed and a permanent installation.

Determination of the type, size, arrangement, and location of the refrigeration equipment and the piping system for the refrigerant involves a variety of local factors and requires the advice of an experienced refrigeration engineer. It is suggested that the company building the rink be required to post a performance bond, in order to avoid the unfortunate experience of one or two communities with rinks that failed to function properly. The National Recreation Association has compiled a list of companies or engineers who have designed or built artificial outdoor rinks and will furnish information concerning rink construction to any community interested in building one.[2] The data book of the American Society of Refrigerating Engineers (see bibliography at end of article) is an excellent reference source.

Location and Size

Location of the rink is an important factor in determining its success. It must be a well-drained site, adequate in size not only for the rink itself but for its accessory features. It should be readily accessible, preferably by public transportation, but since many people will drive to the rink, ample space for parking must be provided. Proximity to water, power, and sewer lines reduces construction costs, as does availability of a building to house the refrigeration equipment and serve as a shelter for skaters, check room for shoes and skates, and concession stand. Most public rinks are located in parks; roll-up rinks have been built on lawn areas, ball diamonds and tennis courts.

Most municipal outdoor rinks and many of the others built by institutions or commercial interests are approximately 85 by 185 feet. These are the average dimensions of an official ice-hockey rink. If the rink is to be used to any con-

[2] Those responsible for rinks mentioned in this article are: Charles R. Beltz & Company, Detroit, Michigan; Mr. M. R. Carpenter, Cleveland, Ohio; Creamery Package Manufacturing Company, Chicago, Illinois; and C. A. Meadows & Associates, Ltd., Toronto, Ontario, Canada.

siderable extent for ice hockey, the corners should be rounded, with a 15-foot radius, and should be surrounded by a wooden barrier 3- to 4-feet high, preferably cream color. A few rinks are wider than 100 feet or as long as 200 feet; others, built exclusively for skating, are smaller.

Construction Costs

Construction costs can only be roughly estimated because of so many local factors, such as the availability of water, power, and a structure for housing the refrigeration equipment and for a skating shelter, as well as the size and type of construction of the rink itself. Four permanent-type rinks, each 120 by 178 feet, were built in Toronto in 1950 at a cost of approximately $125,000 each, including the construction of a small equipment building. It was estimated in 1953 that a permanent-type rink 120 by 178 feet would cost approximately $150,000 in New York State; a rink 85 by 185 feet, $115,000, and an area 85 by 125 feet about $77,000.

A rink, 85 by 185 feet, built in Utica, New York, in 1954, required two compressors, two pumps, electric controls, approximately 50,000 feet of wrought-iron pipe encased in concrete, and other incidental equipment. Installation costs:

Equipment	$ 82,462.00
Site preparation, including grading, drainage, retaining wall, fencing and wooden dasher board around the rink	27,487.50
Installation of six flood lights and other electrical work	3,993.00
Construction of addition to field house to house refrigerating equipment	7,790.00
Total	$121,732.50

The nature of the site required heavy grading at one end and the construction of a retaining wall; on the other hand, it was possible to use an existing field house as a shelter.

A rink, also 85 by 185 feet, built in Hamtramck, Michigan, in 1954, including metal pipe installation but no concrete floor, electrical work and construction of an equipment room and a concession building, was built for approximately $90,000. In 1954 Jersey City, New Jersey, erected a rink 85 by 190 feet using wrought-iron pipe set under the playing field at the city stadium at an equipment cost of $75,000. Two sixty-ton compressors circulate brine through ten miles of pipe. Existing facilities were used to house the equipment and to serve as a skating shelter. A third city has awarded a contract for a rink, 85 by 190 feet, at a construction cost of approximately $80,000. The rink is to have a sand floor and an existing building is to be used for housing the refrigeration equipment.

Flint, Michigan, in 1954 installed a roll-up rink on three tennis courts, 120 by 180 feet, surrounded by a 12-foot chain link fence. The costs of this unusually large rink were:

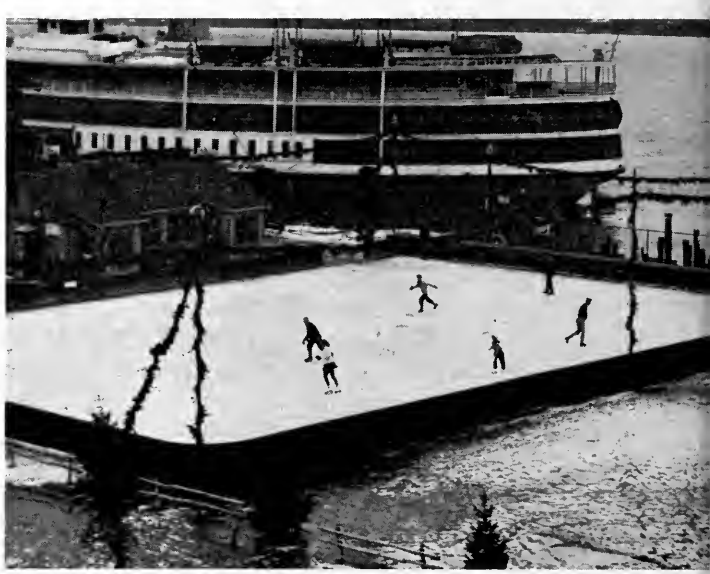
Installation of the ice-making machine, plastic pipe and connections	$55,000.00
Construction of permanent building, approximately 20 by 24 feet, to house the ice machinery	12,000.00
Expense of bringing in gas and power lines and adding furnaces to the machinery building and field house	3,000.00
Total	$70,000.00

Detroit, Michigan, has built three rinks using the roll-up polyethylene plastic pipe. The department of parks and recreation reports that such a rink, 85 by 185 feet, can be constructed at an over-all cost not to exceed $60,000 including refrigeration unit and all incidentals. Its three rinks, 83 by 140 feet, 85 by 120 feet, and 85 by 185 feet, represent a total investment of little more than $150,000.

A well known consultant estimates that a roll-up rink, 86 by 185 feet, can be built at a cost of $40,000 for the rink proper, plus approximately $18,000 for ice machinery, or about the same amount as the Detroit estimate. A rink can be taken up at a cost of approximately $900 and relaid for $1,000 to $1,200, at a $2.00 per man-hour rate.

Operating Cost and Income

Operating cost data are of unusually limited value because, in addition to varying local conditions, most of the municipal outdoor rinks have been in use for only one season. Detroit rinks are reported to cost an average of $100 per day each for operation and maintenance. Other estimates and cost figures indicate an average daily expense varying from $85 to $150. It seems probable that some costs may be reduced as operators gain added experience; for example, one official believes it should be possible to reduce the weekly payroll from $900 to $500 by better selection of personnel.



Skating at Detroit's Civic Center—one of the city's three removable enclosed rinks. Each rink serves close to 1,000 persons daily, about 250 to 300 at a time.

People using artificial rinks, like those using swimming pools, golf courses, and other public facilities involving high initial and operating costs, are expected to pay a fee, which is usually designed to provide sufficient income to meet the cost of operation and maintenance. From the limited information available it seems probable that the receipts from admission fees, concessions and other sources did not equal the current costs at most public rinks last year.

In one city children used the rink free on afternoons, Monday through Friday, and on Saturday morning. At other sessions they paid the same fee as adults, fifty cents. Another city charged fifteen cents afternoons and twenty-five cents evenings. Rates at a third rink were twenty-five cents

for afternoon sessions and fifty cents for each of two evening sessions, 6:30 to 8:30 and 9:00 to 10:30. Afternoon skating is free at the Detroit rinks, but a service fee of ten cents for children and twenty-five cents for adults is charged in the evening. At the Wollman rink in New York City,[3] which did show a profit, children have free use on Saturday mornings, holidays and school vacation; afternoon and evening rates vary from ten to fifty cents; with one dollar for special figure-skating periods.

Rink Personnel

The number of workers required at a rink varies with its size and hours of operation. It also depends upon the services rendered; more personnel is needed if a refreshment stand is operated and skate and shoe checking is provided. Detroit employs six workers at each of its rinks; two cities, nine each; another, fifteen. The city which believes its staff could be reduced employs sixteen workers. The annual payroll in four cities varies from $6,000 to $18,000 per rink.

An engineer is required to operate the rink machinery.

Metal pipe installation is used in this open-type rink in Hamtramck, Michigan. It can later be converted into a concrete all-purpose area for varied year-round activity.

One city employs two refrigeration operators for its rink; another states that a licensed operating refrigerating engineer should be on duty twenty-four hours per day. Two or more ice supervisors or guards, a cashier, and custodian or ice maintenance workers are employed at each rink. A rink manager, check room attendant, ticket taker, concession worker, and skate checker are other types of rink personnel.

Use Periods

Hours of operation also vary from city to city. The Detroit rinks were open from 3:00 P.M. to 11:00 P.M. on weekdays and from 9:00 A.M. to 11:00 P.M. on weekends. The Utica rink was operated from 10:00 A.M. to 10:00 P.M. In Jersey City the hours were 3:30 to 5:30 and 7:30 to 10:30 P.M., Monday through Fridays; Saturdays, 10:00 A.M. to 12 M., 2:30 to 5:30 and 7:30 to 10:30 P.M.; Sundays, the same as Saturday except no morning session. A rink must be closed for brief periods each day in order to plane, clean, and resurface the ice. Special equipment has been devised to facilitate this operation.

The average skating season is four months, with most rinks opening early in November and closing in mid-March, or approximately 125 days. The large Wollman rink in Central Park, New York, however, which attracts nearly 400,000 skaters during its season, is in operation from early November till late in April. The weather is an important factor, because if the temperature or humidity rises too high, the cost of maintaining the ice becomes excessive. In some cases a rink that has been closed during the day, when the temperature has risen above the mid-seventies, was in good condition for evening use.

People Served

The capacity of an average hockey rink ice-area—85 by 185 feet—has been estimated to be 800, although all of the skaters will not be on the ice at one time. Another basis for determining a rink's capacity is to allow 30 square feet per skater; 20 square feet is considered the minimum and makes for a congested rink. The average total attendance at rinks in four northeastern cities last season was nearly 70,000. The Detroit rinks, each of which can accommodate 250 to 300 skaters at one time, served close to 1,000 persons daily at each rink. Hamtramck reported between 800 and 900 skaters per day.

Most public rinks are used essentially for general skating; in some cases one evening a week is set aside for adults only. Special periods are scheduled for ice hockey or for figure skating at one or more rinks.

Added Suggestions

A number of suggestions for rink construction or operation:

➤ Provide runways from the skating shelter, so skaters can reach ice without walking over concrete or earth surfaces. Heavy duty fabric or rubber belting, three feet wide, has proved most satisfactory for runways and shelter floors.

➤ In constructing rink, allow for shrinkage of plastic pipes.

➤ Set up the refrigeration system so the unit can't function unless one of the pumps is operating. Otherwise the brine might freeze and crack the equipment.

➤ Run the refrigerant through the system for a couple of days before starting to build the ice, so as to remove the heat from the ground and supporting materials.

➤ Build up the ice slowly by spraying, using a fine nozzle, so as to secure a solid layer.

➤ Do not permit ice to become more than two inches thick above the pipes, or excessive refrigeration will be required to maintain the ice. (Ice can be used when ½-inch thick on a concrete floor; when ¾-inch thick on a sand fill.)

➤ Plane and clear the ice regularly to keep it smooth and firm, and use warm water to repair ridges or fill cracks. ➤➤

[3] See "Recent Facility Developments," RECREATION, March 1951.

PARKS and RECREATION DIRECTORS

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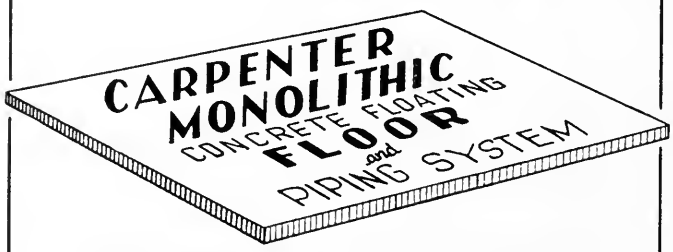

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➤ Melting of ice at base of dasher boards may be reduced by laying pipes closer together under the boards.

For Further Reference

American Society Refrigerating Engineers Data Book. Contains a chapter by R. A. Stencel entitled "Skating Rinks" which presents comprehensive and authoritative information on the design, construction, and operation of rinks of various types. Illustrated with cross-section drawings and charts. American Society Refrigerating Engineers, New York, N.Y. 1955. $7.50.

Calcium Chloride for Refrigeration Brine with Reference Data. Calcium Chloride Institute, Washington, D. C. 77 pages. 1953. Free.

"Detroit's Holiday Present to Public is Its Second Artificial Ice Rink." *Park Maintenance,* January, 1954. Appleton, Wis.

Ice Skating on Plastic. Contains diagrams and detailed information describing the construction of take-up rinks in Detroit. Department of Parks and Recreation, Detroit, Mich. Mimeographed. 11 pages. $1.00.*

The Story of Ice Skating, "Weather" Or Not. A discussion of artificial rink types. Charles R. Beltz, Beltz Engineering Laboratories, 11021 Whittier Avenue, Detroit 24, Mich. 14 pages. Free.

"Kirby's Ice Bowl Is Biggest of Kind in U. S." by John A. Heinzelman, registered professional engineer. *Parks & Recreation,* September, 1954. Aurora, Ill.

A Manual of Information on Artificial Ice Rinks. C. A. Meadows & Associates, Consulting Engineers, 4 Grange Road, Toronto, Ontario, Canada. 14 pages. 1953. Free.

"New Developments in Ice Rinks." A report read to the Annual Convention of the American Institute of Park Executives. C. A. Meadows & Associates, Consulting Engineers, 4 Grange Road, Toronto, Ontario, Canada. 7 pages. 1952. Free.

"Outdoor Artificial Ice Rinks in Toronto." RECREATION, November, 1953. New York, N. Y.

A Preliminary Study for an Outdoor Artificial Ice Skating Rink. A comprehensive report of a study of rinks in a number of cities, including cost data, and recommendations for a rink in Utica. City Planning Board, Utica, N. Y. Mimeographed. 16 pages. 1953. Free (limited supply).

"Skating Projects at $4.00 per Square Foot" by John J. Considine, general superintendent, Detroit Department of Parks and Recreation. *Parks & Recreation,* Aurora, Ill. May, 1955.

"Skating Rinks" by R. A. Stencel. A comprehensive illustrated article. *Refrigerating Engineering,* May, 1952. New York, N. Y.

Steel Piping in Ice Rinks. Contains detailed information on installations at many rinks. Spang-Chalfant Division of The National Supply Company, Two Gateway Center, Pittsburgh, Pa. 1954. Free.

World Ice Skating Guide, 1955. Contains a list of ice rinks in the United States and Canada with ice surface dimensions and seating capacity, also an article "New Boom in Artificial Ice Rinks Sweeping the Country." National Sports Publications, New York, N. Y. 289 pages. $1.00.

* Make checks payable to Treasurer, City of Detroit.

NOTES FOR THE ADMINISTRATOR

Recreation Developments in European Cities

A number of observations made on a visit to European cities have been recorded by Orin F. Nolting, assistant director of the International City Managers' Association. Among those appearing in the May 1955 issue of *Public Management:*

European cities on the whole are attractive in spite of their old buildings and narrow streets. The beauty of some cities lies in the tree-lined boulevards, parks, and other open spaces, fountains, statues, and the absence of the gridiron plan for streets. . . . Central business areas that were completely bombed out have been entirely replanned, and one of the outstanding features is the large amount of open space.

Public control of land on the fringe of towns also enhances the attractiveness of the urban area. Kirchheim-Teck, Germany, a city of 22,000 population, owns most of the land on the fringe of the city, including a range of hills which is covered with fruit orchards, playfields of various kinds, and farms owned by the city and leased to farmers.

European cities promote and support cultural activities, such as symphony orchestras, operas, art galleries, museums, and so on. Innsbruck, Austria, each year sponsors contests on poetry, dramas, plastic arts, and architecture. Innsbruck has a city-owned theater and pays fifty per cent of the cost of maintenance and of producing plays, operas, and dramas. The city also subsidizes a symphony orchestra.

Heidelberg, a city of 120,000 population, spends the equivalent of a quarter million dollars a year for subsidizing opera, operettas, orchestras, and a theater. Geneva, Switzerland, supports private organizations devoted to art, welfare, sports, vacation schools, and so on, and the city owns and operates a large opera building.

Most of the other cities also assist and promote cultural activities and advise with private organizations on the conduct of exhibitions, concerts, festivals, literary and musical competitions, use of audio-visual material, the erection of statues, purchase of paintings, and so on. Usually there is a city department of culture, as in Vienna for example, where one of the eleven city departments is devoted to culture and adult education. In Germany the largest cities, as Dusseldorf and Frankfort, have special departments of culture.

It is interesting to note that prior to 1948 English cities had no power to provide cultural facilities other than art galleries, museums, parks, and recreation grounds, except such activities as came under the specific heading of "education." Since 1948, however, cities and towns have been permitted to spend a certain amount each year on entertainment and cultural activities, and Coventry is the first local authority in England to build, since the end of the war, both an art gallery and museum and a civic theater.

Dr. Leo Grebler, associate director of Columbia University's Institute for Urban Land Use and Housing Studies, has also reported on a survey of postwar reconstruction and planning in twenty-eight European cities, made under a grant from the Guggenheim Foundation. Dr. Grebler found that reconstruction planning had one idea in common. It was to bring a suburban atmosphere into the middle of the city and move people's living quarters out to the edge.

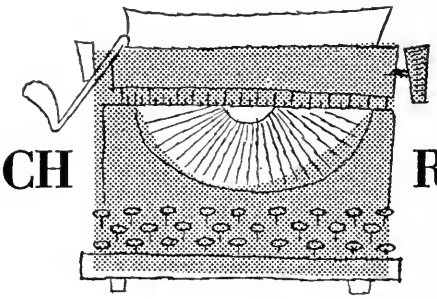
"Open spaces and green areas have replaced what used to be the most congested prewar slums," he said. "There is now more room for recreation and shopping in the center of rebuilt cities."

City-School Cooperation in Fort Lauderdale

Within the past year the recreation department in Fort Lauderdale, Florida, initiated the organization of a school-city coordinating committee for the purpose of coordinating the planning and development of schools and city parks, playgrounds and playfields for the use of both city and school groups. The city is represented on the committee by the mayor, city manager, superintendent of recreation, superintendent of parks, chairman of the parks and recreation board, and the chairman of the planning and zoning commission; the Broward County Board of Public Instruction is represented by the superintendent of schools, the chairman of the board, its financial director, and its supervisor of maintenance and development.

An excellent working relationship exists between the city and the schools in that the city recreation department uses school sites and buildings without charge while the schools in turn use the city's swimming pool, ball fields, and tennis courts for practice, games, and matches.

A recent agreement between the city and county board of public instruction illustrates an advanced step in cooperative development, planning, and operation of a property for both school and community recreation use. According to the agreement the school board rented to the city for one dollar per year, on a twenty-year basis, a portion of a site at a school in the city. The board agreed to pay the cost of clearing and grading the playground area, to install a hard-surface multiple court area, and to make other improvements on the site. The city agreed to develop a lawn area, to construct two softball diamonds, including backstops, and outdoor shelters, to plant trees, provide picnic facilities, and maintain the playground and recreation area. The agreement provided that development of the grounds be accomplished by the city with specific approval of the board. The entire area is to be under the control of the board during the hours the school is in session, while during off-school hours control and use of the area will be under the jurisdiction of the city. ●



RESEARCH REVIEWS AND ABSTRACTS

George D. Butler

A.A.U. Study of Effect of Athletic Competition on Girls and Women

A commission appointed by the Amateur Athletic Union of the United States has issued a report of its study of the effect of athletic competition on girls and women. Various aspects of the problem were studied and opinions were secured from a large number of women who have successfully participated in athletic competitions. The following recommendations were made by the commission in the light of its inquiry:

1. That the Amateur Athletic Union rules regarding physical examination, adherence to age classifications, and limitation of amount of participation and type of participation continue to be enforced in the field of competitive sport for girls and women.

2. That, insofar as possible, women be used as coaches, committee members, and executives in all competitive sports programs for girls and women.

3. That greater cooperation be established and maintained with other women's organizations in the fields of recreation and physical education by mutual inclusion on committees and by direct assistance on sports programs.

4. In view of the ever-changing picture in the field of women's sport, it is recommended that this commission become a permanent committee of the Amateur Athletic Union of the United States, and that a revisions committee be appointed for the sole purpose of keeping this study abreast of new trends.

* * * * *

The December 1954 issue of *Research Quarterly* reports a study of physical education interests and needs of 1,155 freshman and sophomore women at the University of Washington. It was conducted by Marion R. Broer of the university and Dolly A. J. Holland of Everett Junior College. The findings with respect to preferences for activities should be of interest to recreation workers.

Students were asked to check the three activities in which they were interested. The activities checked by the greatest number were swimming, bowling, tennis, sailing and skiing, in that order. Students were asked to select six additional activities in which they were interested, but not as interested as those chosen first. Tennis, canoeing, badminton, golf, and bowling, in that order, were chosen by thirty-six per cent or more. Among the last choice activities, track and field ranked highest, followed by field hockey.

The ten activities that rank highest in desired instruction, all levels considered, are tennis, swimming, bowling, skiing, golf, sailing, diving, riding, badminton and canoeing, in that order.

As for activities the students reported engaging in out of school, swimming tops the list with social dancing second. Bowling, tennis, and skiing were also indicated as highly popular out-of-school activities.

The principal objectives which the students claimed for their physical education experience are "to develop skills in various sports," "to learn activities that can be continued outside of school," "to have fun," and "to keep in good health and physical condition."

Auditorium Rate Structures

The city of Manhattan, Kansas, in preparation for the opening of its new Memorial Auditorium, conducted a survey of operating procedures and rates in twenty-nine cities between ten thousand and forty-five thousand population. On the basis of the experiences a rate schedule was prepared.

Because of the extreme differences in the size, age, adaptability and type of auditorium facilities in the different cities, not to mention the extreme variability in the cities' economies, it was difficult to find a common denominator for use as a point of departure in determining equitable and adequate auditorium rates. Cities have apparently sought to achieve a variety of objectives through their auditorium charges; some strive to make the auditorium pay for itself or even make a profit, others simply try to decrease the loss that is considered inevitable.

All cities, however, levy the highest set of charges for primarily commercial activities, a considerably lower set of rates for events where no admission is charged; other varied uses are charged rates between these extremes. Daytime rates are usually lower than evening rates and reductions are sometimes made for combined daytime and evening use.

The primary factor which apparently influences daytime charges is operation cost in contrast to cost of depreciation, construction, as well as operating costs. Ability of the lessor to pay was often listed as an important consideration. The experiences of other communities indicated that it would be difficult, if not impossible, for Manhattan to operate its auditorium without a loss. The table listing base rates in the twenty-nine cities indicates that the average commercial daytime rate is $55.00 to $72.00, or 2.8 cents to 3.7 cents per seat; comparable evening rates are $63.00 to $81.00, or 3.1 cents to 3.7 cents per seat. The average rates when no admission is charged are $25.00 to $30.00 for daytime use, or $27.00 to $34.00 for an evening period. ●

MR. BUTLER *is director of the NRA Research Department.*

Have an ALL SPORTS NIGHT

Paul J. Stobbe

A sports night (or day) in a public recreation department is nothing unusual. A sports night that features minor sports, with the definite objective of arousing personal interest which will result in participation by those who come to be entertained, is something else again—and we think this is an idea worth real consideration.

Paul Stobbe is on the staff of the Detroit Department of Parks and Recreation. A graduate of Wayne University, he is also the city and state handball champion.

A SECOND ANNUAL "Cody All Sports Night" was held on Wednesday, February 2, 1955, by District V of the Detroit Department of Parks and Recreation at the Cody High School—one of the many schools which the recreation department uses cooperatively with the Detroit Board of Education. This is one of many events conducted by the six districts of the Detroit system. Other programs are held on a city-wide basis or as part of a recreation center's or playground's program. "All Sports Night" had a three-fold purpose. To:

Acquaint the Public with Minor Sports. During the past two years three thousand spectators have seen exhibitions lasting from ten to thirty minutes. They have been conducted by renowned athletes such as Norbert Schemansky, world's greatest weightlifter; Bill Mihalo, world's champion professional walker; Byron Kreiger, Olympic fencer; and others. Sports covered to date have been walking, the half-mile run, fencing, weightlifting, table tennis, handball, volleyball, basketball, roller skating, wrestling, jujitsu, fly casting, and boxing.

Attempt to Interest Each Spectator in Participation at a Later Date. If our program has a theme, it is "Play It Yourself." Our master of ceremonies stresses that our participants are there for the purpose of promoting active interest in these sports. According to Clarence Johnson, Olympic weightlifting coach, six men took up this sport as a direct result of last year's event. An elementary school teacher commented on the tremendous impression the volleyball exhibition made on his students this year.

Entertain. The audience reaction and comments have been favorable. In fact, the spectators have been so uncritical as to make it difficult to know what activities to replace or how to change the format of our program.

Two Cody "all sport nights" have come and gone without a hitch. Although the performers travel as far as twenty-five

All Sports Night volleyball exhibition by Edison All Stars.

In one of the variety acts seven-year-old Garry Fry shams the weightlifters who had preceded him with a thousand-pound lift.

miles, everyone performs gratuitously. No rehearsals are held. Thorough planning, leaving few details to chance, generous cooperation, and good fortune seem to account for our successful events.

There is no set way to plan an event of this type, as it will depend upon location, physical setup, personal contacts, and the amount of time available. We have held our own events in a public high school, with its attendant limitations, on the first Wednesday in February, from 6:30 to 10:00 P.M.

A Suggested Plan of Approach

In October—Plan the Program

1. Select the date and time.
2. Select and allot time to the individual sports exhibition.
3. Insert variety non-sport acts for contrast.
4. To sustain audience attention, stagger the inactive exhibitions among the more active ones.
5. Wherever possible, use your star performers at a time when most spectators have had a chance to arrive.
6. Select your guest speaker. Last year our guest was Vince Banonis, one of our great Detroit Lions' football players. This year Jim Hay, Dutch Reibel, and Marcel Bonin, Red Wing hockey players, thrilled the audience.

In October—Make Your Contacts

1. Obtain definite commitments wherever possible.
2. If commitment is indefinite obtain date when agreement can be reached.
3. Send participants postcards or letters with the date, the place, and the time of the program.

January—First Week

1. Again get in touch with definite participants reminding them of the forthcoming event.
2. Do the same with indefinite prospects.
3. Whip your final program into shape.

January—Second Week

1. Send publicity to neighborhood weekly newspapers. Usually they are very cooperative. The success of your program may be dependent upon the space you receive.
2. Send notices to all participants regarding the time and length of your exhibition, map showing location, and other pertinent information about parking, showers, lockers, and so on.
3. Undertake promotion via television at this time.

January—Fourth Week

1. Send publicity to daily papers.
3. Mimeograph programs. They should carry such information as: name of exhibition and participant together with his titles or other information about him, where further information may be obtained about a particular exhibition, credits to individuals or organizations. Our regular recreation schedule at Cody is promoted by having this schedule appear on the program sheet.

February—Last Two Days

1. Telephone contestants for final check.
2. Make final check on miscellaneous items: bleachers, permits, P.A. system, properties, and so on.
3. Check with janitors, volunteer helpers, and so on, for the last time.

February—Day of Program

1. Set up equipment, lay out temporary courts.
2. Place volunteer and professional help at their posts.
3. Have performers check in with you upon their arrival and have them sit together where they can be easily located.
4. Keep tight rein on your timing. Permitting acts beyond the allotted time can disrupt your schedule and discourage the other athletes whose time must be shortened.

February—Day After the Program

1. Return properties and ascertain if any damage occurred during the program which requires written reports to your superiors.
2. Send notes of appreciation to all persons involved.

We are glad to have the opportunity of presenting these sports to the public. Minor sports do not thrive as easily as our national sports and extra help is greatly needed to promote them to the benefit of the public. ●

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Give...the United way

Where all ages are served, where children are protected, where the ill, the handicapped and the troubled are given help and understanding . . . there everyone leads a healthier, happier life.

We urge your support of these united campaigns for social service in your community. We are particularly interested in having full support in those communities where any of the services of the National Recreation Association are included in the drive.

United Community Campaigns for voluntary health and welfare services are now in progress all over the United States and Canada. Give your share . . . give gladly, the united way.

Outline for Halloween—
The Modern Way

William F. Keller

THE FOLLOWING report on the city-wide Halloween program of the city recreation department in Burbank, California, indicates good results from careful organization.

I. Halloween Activities and Attendance

	Youth	*Adult*	*Volunteers*
Olive Avenue Recreation Center			
Dance	350	50	40
Tiny Tot	97	85	—
Handicapped Children	30	5	7
Verdugo Park	500	150	16
Tiny Tot	100	75	—
McCambridge Park	700	250	18
Tiny Tot	92	130	—
Mountain View Park	200	65	14
Pacific Park	400	150	17
Santa Anita Play Area	100	50	13
Buena Vista Park	220	75	10
Vickroy Park	350	100	12
Totals	3,139	1,185	147

Grand Total: 4,471 persons participating in municipal areas, 31 parents and P.T.A. organizations received counseling service and equipment for home parties and school parties. Other organizational activities including school district, parochial schools and churches, covered 700 young people, 75 adults, and 36 volunteers, or a total of 811 persons.

II. Who Made the Program Possible?

- 16 citizens and city officials served on the executive board (3 meetings).
- 22 citizens and city officials served on the advisory committee as committee chairmen (11 meetings).
- 197 citizens served as volunteers, manning booths, supervision, police and fire protection, movie operators, costume parade judges, sacking candy, and so on.
- 28 fraternal, service, social, and veteran organizations donated $595.00 cash.
- 19 other organizations or persons donated supplies, equipment or service.
- 39 recreation leaders and park employees were provided by the parks and recreation department. Additional men were required for preparation and cleanup.
- *Grand total*: 321 citizens, organizations, city officials and employees.

III. Cost of the Program

Halloween Committee Funds: Awards, novelties, candy, decorations, postage, photography and dance orchestra ..... $ 470.92

Parks and Recreation Department: Leadership, labor, supplies, materials and movies $1695.51

Total cost of twelve Halloween parties at eight parks $2166.43

IV. Was the Program Successful?

Police Report. Between the hours of 7:00 P.M. and midnight, there were no destruction of property reports. Between 12:00 P.M. and 7:00 A.M. two fire hydrants were turned on; one fire hose in an apartment hall turned on; one garbage can was missing; one car was smeared with paint.

Reports indicate that there are in Burbank approximately 23,761 children and youth in the following age groups: 2749 senior high school age (sixteen to nineteen years old); 3902 junior high school age (thirteen to fifteen years old); 9913 elementary school age (seven to twelve years old); 7197 preschool age (one to six years old).

Trick or Treating. To those touring the city on Halloween night it appeared that about eight out of every ten homes cooperated by lighting front porches, on Halloween night only. With excellent weather prevailing, and it being Saturday night, "Trick or Treating" extended later this year.

Home Parties. Special emphasis was placed on home and neighborhood parties in a series of newspaper articles covering party suggestions, games, contests, and food recipes. A party consultant service was established by the parks and recreation department.

V. Observations

The children were having fun; and the absence of vandalism on Halloween night may be largely attributed to:

- The awareness of the entire community to a common challenge.
- The enthusiastic participation of hundreds of citizens, organizations, and city officials in the early planning and conducting of a city-wide program.
- Designing a Halloween program of many parties strategically located throughout the city, thus keeping children busy, off the streets, and in their own neighborhoods.

VI. Remarks of Burbank Citizens

Burbank Review: "Mischief muzzled—park parties hold pranks on Halloween to minimum."

Chief of Police Rex Andrews: "We had very little trouble and the Halloween committee deserves much credit. . . ."

A. L. Rediger, president, Burbank Chamber of Commerce: "It was a pleasure to . . . note the tremendous interest of adults in carrying out this splendid program. National records bear out the fact that youths under proper guidance and leadership are non-destructive and a definite asset to any community. I believe there are no problem youth but that there are many youths with problems."

Vice-Mayor Earl C. Blais: "The citizens and organizations of this city are to be commended on the wonderful manner in which everyone cooperated to support this most successful community project." ●

MR. KELLER *is the assistant superintendent of the Burbank, California, Park and Recreation Department.*

A DRUM and BUGLE CORPS

for Neuropsychiatric Hospital Patients

Art Wrobel

DURING THE PAST few years the drum and bugle corps has proved to be a tremendous factor in stimulating community pride, competition, and general interest in belonging to an organized musical group. This is also true of this activity in neuropsychiatric hospitals, and, in addition, musical participation carries treatment value and therapeutic benefit.

The organization and development of such a unit is being successfully conducted at the St. Cloud Veterans Administration Hospital in Minnesota. This neuropsychiatric hospital is a 1,379 bed treatment hospital which maintains a full-time music program.

During the winter months a survey is taken of patients interested in active participation, and a record is kept of their age, length of hospitalization, interests, hobbies, diagnosis, and present condition, with the idea that their participation is voluntary as far as feasible in keeping with the medical prescription. This information is submitted to the medical staff, and they, in turn, determine which patients will be assigned to the drum and bugle corps. Prescription to participate in this music activity takes preference over all others except medical appointments. Periodic reports are submitted to the medical staff by the music director to establish the patient's progress in relation to his ability to get along with others, how well he is learning, and other elements pertaining to his adjustment to hospital treatment.

From an objective standpoint, the organization of such a group activity enables the medical staff member to observe and evaluate the progress of his patient. The drum and bugle corps is an excellent means of re-socialization. Each member learns that cooperative effort, taking commands, competition, and friendly interpersonal relationships are all important to the success of the unit. When patients realize this, they are likely to transfer this learning by applying it to other things they do.

Members of the corps are genuinely interested in it, and ask about the plans for next season, and whether they will be able to play again. They talk to their friends about the parades they have been in and arouse the interest of other patients.

Mr. "X," a privileged ward patient who loves music but cannot play any instrument, was so enthusiastic about becoming a member that he took a pair of drum sticks and practiced everywhere he went. He is active in sports, takes care of the golf putting greens, helps with work on the ward, but he finds time to practice. He had trouble learning, but whenever he came to ask me something, whether I was in the music room or not, he'd find me. He is making steady progress and is now one of our best drummers. This kind of enthusiasm is good, and it is interesting to note that this patient has been hospitalized since 1937 and has a diagnosis of manic type, manic-depressive reaction with assaultive tendency. He is getting along well with others now, and has not shown any assaultive tendency thus far. He will be a member again this year, and as a result of his membership he has been responsible for recruiting three new members and finding one man who played a drum fifteen years ago, but was too timid to ask to join. Mr. "X" is sixty-four years old and as spry as anyone twenty years younger.

The period of intensive training for the corps begins the second or third week in April and continues for about six

ART WROBEL *is the music director at the Veterans Administration Hospital in St. Cloud, Minnesota.*

weeks. During this period two or three sectional rehearsals and three full-corps rehearsals are held each week. Extra help and encouragement is given to those who need it so that they can keep pace with the others.

The rehearsal schedule begins with two weeks of basic rudiments in drumming and bugling. Time is devoted to the theory of organization, discussion of maneuvers, music reading, and general orientation as to what is expected of each member during his membership. Definite rules are set up for conduct and behavior in such a way that teamwork is stressed. We have had no behavior problems in any corps activity for the past four years.

A new drum and bugle corps is organized each session because the turnover of membership is so great that only about twenty per cent of the previous season's membership remain for the next season. Our records indicate that between fifty and sixty per cent of the new season's roster of patients do not complete the season's activities, and twenty-five per cent are discharged, sent on trial visit, or are transferred before the first parade.

At the beginning of the training season, more than half of our members are closed-ward patients. The majority of these are transferred to an open or privileged ward before the end of drum and bugle corps season.

Mr. "P," a closed-ward patient, was not interested in any hospital activity, didn't want to go to a shop, refused to take a shower, didn't talk much, and was generally uncooperative. He did not have any training or experience in music, but was asked several times whether he would be interested in playing a snare drum or bugle. He finally consented to try it, and after a lot of concentration and encouragement, he began to improve. He became more alert, began to associate with other patients, and became more cooperative, He progressed steadily in his hospital adjustment and also became a good drummer. Soon after he became a regular member, he was transferred to a privileged ward and has remained there. He may be up for release soon.

The members of the drum and bugle corps from the previous year are used to form a nucleus, and they assist in the instruction and training of the new members. After the new members are well on their way, these former members begin study on the alternate instrument, drum or bugle. Therefore, there are a number of members who are versatile enough to insure correct balance of instrumentation.

The bugle section begins its study with the mouthpiece. A bugle is assigned to each member, and the rudiments of playing and handling the instrument during performances are practiced.

The drummers begin their training by studying the correct method of holding the sticks, beating, the triple and double beat, timing, and accent. Those who experience difficulty with any of the beats, use their hands to beat out the rhythm. The street-beats, the roll-off, drum accompaniment to the bugle calls, and the parade routine are introduced step by step, going from the known to the unknown in an orderly manner. During this time the training and performance commands are introduced, and most rehearsals are conducted through this media because it saves time and helps to produce a unit well disciplined in performance.

Following the basic rudiments, the corps is rehearsed in close-order drill using regulation army commands to undergo several transitions: open-rank drill, marching with instruments (not playing), standing in formation and playing the parade routine by whistle-baton commands, and, finally, marching and playing.

The unit is now ready for parade rehearsal. The time involved in "putting together" the drum and bugle corps will vary slightly according to the general ability of the group. The outdoor marching periods are arranged to condition these men to a two-mile parade. Several members are over fifty years old and we have not had a drop-out at any parade for the past four years.

The flag squad is composed of three flag men and four guards. This unit is not organized until after the first two weeks of drum and bugle training. These men are then trained in the army manual-of-arms and one patient, who acts as squad leader, gives the commands. Leadership is on a rotational basis.

From now on the entire marching unit rehearses together. Rank formations, taking whistle-baton commands, tempo of cadence, turns, maneuvers, care of instruments, tuning of drums, inspection procedure are all thoroughly rehearsed. The last four rehearsals are devoted to polishing up the performance, general instruction in parade routine, conduct, rules governing the judging of a marching unit, so that each member may enter a parade in full confidence. The patients begin to feel and show a stronger sense of belonging, and this added touch has paid off in competitive marching. They have won a first and a second place position in three competitive parades during the past two years.

Parade Performance

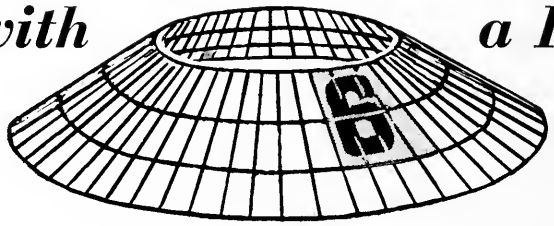
The first parade of the season is a double-performance day, marching in the hospital Memorial Day parade and in the local St. Cloud civic Memorial Day parade, as illustrated in the photograph on the opposite page. The parade-performance period represents a period of continued rehearsal on a sustaining basis, and the performance of the drum corps in about seven or eight off-station parades.

The corps is invited to perform in local parades and celebrations, and the expenses of these trips are paid by the inviting community. Occasionally a local service organization will sponsor and supplement the expenses involved in a trip when the normal allowances will not cover meals.

The members of the drum and bugle corps really look forward to these parades; the anticipation they build up is marvelous. They love and respect their uniform. We want them to gain confidence in themselves, to give them a sense of satisfaction in performing for others, and to allow them to perform under normal circumstances in a competitive spirit—win or lose. The result of all this effort has been a display of "esprit de corps" which is seldom seen in any kind of patient activity. We try to avoid every bit of embarrassment to the patient and the hospital during any parade. Therefore, we ask that no public announcement be made to the effect that the corps is from a mental hospital. Members do not want sympathy, but, rather, they want to be recognized on the merit of their performance. ●

CODEBALL-

the game with a KICK



Harold T. Friermood

"Dr. Code, why don't you develop a game for the masses that will be as popular as golf is for the classes?" asked the late Anton Cermak, mayor of Chicago. This was the challenge that set sportsman Dr. William E. Code, a successful Chicago physician, to work.

He wanted to develop an activity that could be played by all ages and both sexes. It had to be inexpensive. If space used for other sports could be utilized that would reduce the cost. It should be playable all seasons of the year and in all parts of the country.

Dr. Code found that ideas developed best while experimenting. He tried golf with a single club and a larger ball—one club was less expensive and the larger ball was not easily lost. Being a physician he conceived of the new game in terms of movement that would call into play the large muscle groups of the body and thus be therapeutically beneficial to the participants. If large numbers of people of all ages and both sexes were to be attracted, the game could not be complicated, yet should have an appeal that would challenge skill development. He traced the origin and development of other sports such as basketball, volleyball, bowling, tennis, handball, squash racquets, table tennis, badminton, swimming strokes, water polo, and others; each had its good points as well as its limitations.

After considerable testing and rejecting of various types of activities he decided he needed two games: one an indoor game that demanded the speed, stamina, and skill of a trained athlete, and another game for outdoor play that would serve the masses in which he and his friend Mayor Cermak were deeply interested. Using his own name as a reminder to the mayor that the challenge had resulted in a concrete activity he called the indoor game, "Codeball-in-the-Court," (kicking "handball"), and the outdoor game, "Codeball-on-the-Green," (kicking "golf").

For both games he used a pneumatic rubber ball that could withstand an outside pressure of six hundred pounds before it would collapse. This ball was lively and durable and cost about fifty cents (because the good doctor himself absorbed the initial cost of developing the equipment needed to manufacture the ball). Consultations were carried on with recreation people, park departments, schools and colleges, YMCA's, summer camps, athletic clubs, veterans hospitals, and industries. During this period of experimentation the concept of a hole in the ground into which the ball could be footed was changed, upon the recommendation of Avery Brundage, now president of the International Olympic Committee, to a cone-shaped bowl that could be shifted easily.

During the November 1929 Forty-First Annual Amateur Athletic Union Convention held in St. Louis, the games of Codeball-in-the-Court and Codeball-on-the-Green were presented and adopted as official A.A.U. sports. Rules for both games were published, and are distributed through the national A.A.U. office.*

Briefly described, the indoor game, Codeball-in-the-Court, is much like handball except that it is played with the feet in a standard four-wall enclosed handball court. Unlike handball the ball may be kicked on the second bounce, may be returned by kicking it into the rear wall, or may be "set-up" on the first kick and then played to the front wall.

The outdoor game, Codeball-on-the-Green, makes use of the same ball: white rubber, six inches in diameter and twelve

* *Handball Guide*, Amateur Athletic Union, 233 Broadway, New York 7, N. Y. $.50.

Dr. Friermood, AAU Codeball Committee chairman (left), instructs the recreation director of Daytona Beach, Florida (with hat). Aluminum bowls rise seven inches from turf and each has identifying number. Photo of kick-off equipment next page.

DR. FRIERMOOD *is senior secretary for health and physical education of the National Council of the Young Men's Christian Association, chairman of the National A.A.U. Codeball Committee, and chairman of the Conference for National Cooperation in Aquatics.*

ounces in weight. Play usually occurs in foursomes, and each player's ball is identified by a number of one to four or by a color dot of red, blue, black, or green. (In winter a red ball that shows up distinctly against the snow is used.) The game is played in an outdoor area of from three to ten acres (field, campus, or golf course) on which seven or fourteen aluminum bowls are distributed. The bowls are forty-one inches in diameter at the base, rise cone-shaped seven inches from the turf to an opening eighteen inches in diameter. The bowls are identified by large numbers or by numbered flagpoles. Depending upon the space available the bowls are laid out to permit distances of from thirty to three hundred yards from each kick-off to bowl. This affords diversity to the number of kicks required.

Six years after the official sanction of the game, *Time* magazine in its July 1, 1935 issue reported on the first United States Codeball-on-the-Green championship won by Bert Gates at Forest Park, St. Louis. It was estimated that 50,000 persons had become competent players by that time. Played in playgrounds and parks, summer camps, on college campuses, at veterans hospitals, C.C.C. camps, and used widely at industrial, church, and luncheon club picnics, the game had become well established.

Came the war, and rubber and aluminum were used for war purposes. Because of the values of the games, a committee organization was continued through the A.A.U. An appeal was made to the late Alex Taylor to help in securing equipment that met rule specifications. Experimentation was carried on with plastic, fiberglass, aluminum, steel sheets, and bowls made of galvanized steel rods welded to metal hoops. Bowls made of woven rattan reeds were developed in Mexico, South America, the Philippines, and in Japan. Rubber balls were manufactured in England.

Promotional fliers, playing rules, articles, and reports were prepared. Demonstrations were put on. Talks were made about the values of the games. Persons who ordinarily watch physical recreation were intrigued by the game with a kick, and while they came to watch they stayed to play.

Family groups with small yards purchase a single bowl and four balls, and by setting up kick-offs in different locations, play into the one bowl and get the satisfaction that comes from family or neighborhood recreation.

With mass production methods and new inexpensive materials, Codeball is destined to become the low cost widely popular recreation its inventor visualized twenty-six years ago when he said, "Here it is—the game with a kick." ●

CODEBALL-ON-THE GREEN

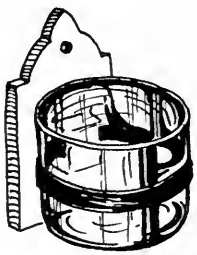
BOWL	1	2	3	4	5	6	7	TOTAL
YARDAGE								
PAR								
1. Names								
2.								
3.								
4.								

Deposit Score Card and Pencil at Starting Point

An ideal Codeball-on-the-Green course can be laid out on a 5-acre tract. Natural hazards of trees, rocks, hills, streams of water, "roughs," add interest to the game.

How To Do It! by Frank A. Staples

Flower Holder You Can Make

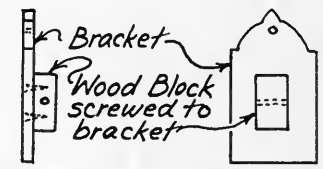


Materials

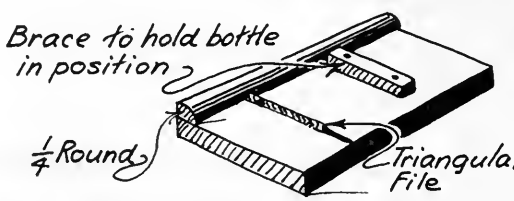
Wood ~ Copper Screws ~ Triangular File ~ Carborundum Stone ~ Turpentine ~ Twine ~ Emery Paper ~ Lighter Fluid ~ Bolt ~ Pail of cold water ~ 18 gauge Copper Band ~ Quart Ginger Ale Bottle.

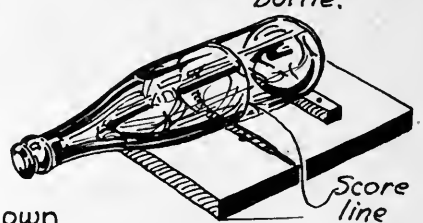
Method

1. Make wood bracket (Use your own design).
2. Make jig for scoring bottle to assure an even break around bottle.

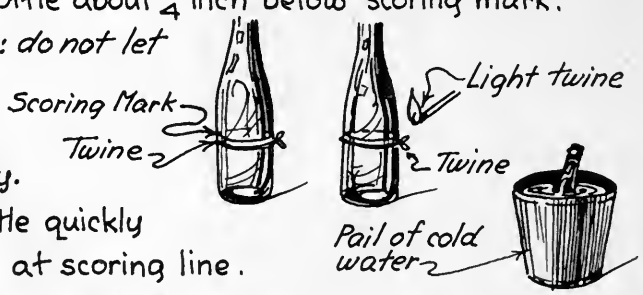


Note: Bracket should be a little taller than section of bottle and narrower than diameter of bottle.

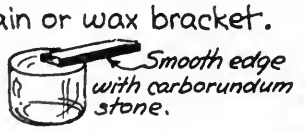


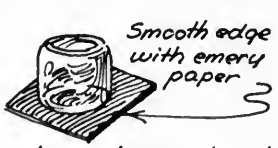


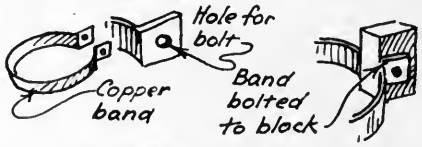
3. Score bottle: Hold bottle firmly in position shown in sketch ~ press down on bottle ~ turn on file ~ score all around bottle.
4. Tie soft heavy twine around bottle about $\frac{1}{4}$ inch below scoring mark. Soak with lighter fluid (*Warning: do not let fluid run down side of bottle*).
5. Light twine ~ running match around bottle to light twine rapidly.
6. When fire burns out plunge bottle quickly into cold water. Bottle will break at scoring line.



7. Smooth edge with carborundum stone. Keep stone wet with turpentine. Then finish smoothing edge with emery paper. Dip edge to be smoothed in turpentine.
8. Make copper band and attach with bolt to block on bracket as shown in sketches.
9. Stain or wax bracket.







Note: *Candle holders, mugs, lamp bases, bowls and similar objects can be made.*

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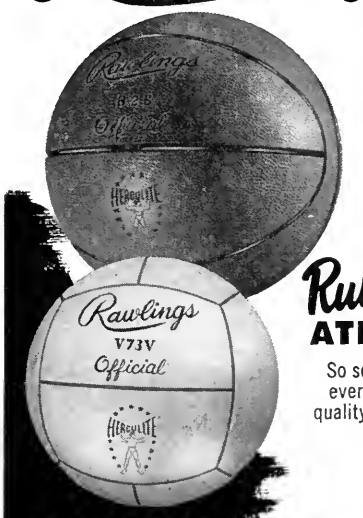

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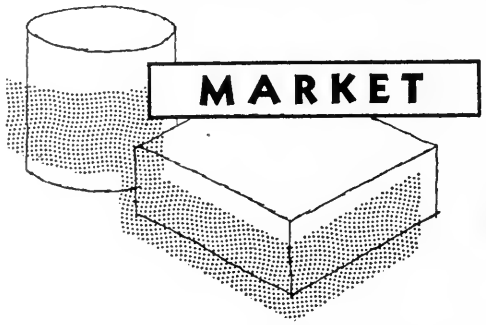
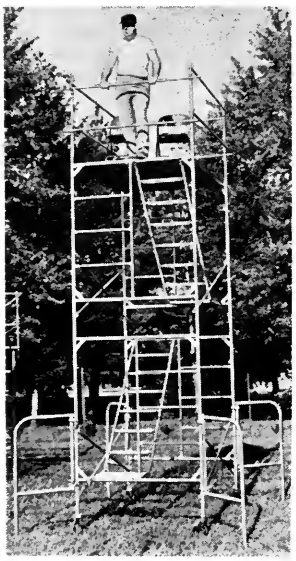


NEWS

If you are interested in any of these products, write directly to the manufacturer at the address given. PLEASE *mention that you read about it on* RECREATION *magazine's Market News page.*



♦ A tubular steel portable tower, designed to give football coaches and others an elevated vantage point, has been introduced by Bill-Jax, Inc. The tower is equipped with removable stair sections which may be used inside the tower as shown, or on the outside like a fire escape. While the 14-foot tower is customarily stationed near the 50-yard line during a game, it may be moved during practice to any part of the field quickly and easily, as it is equipped with locking-type rubber casters. Further details are available by writing Bill-Jax, Inc., Archbold, Ohio.

♦ A new illustrated booklet, *How to Care for Your Floors*, has been published by the maker of Johnson's Wax. Long-range and day-to-day maintenance programs for all types of floors are described in detail. There also is a section on suggested treatments for some of the most common floor failures such as loose tiles, yellowing, lack of water resistance, blooming, and tackiness. Copies are available without charge from S. C. Johnson & Son. Inc., Maintenance Wax Department, Racine, Wisconsin.

♦ The Routo-Jig, a portable electric tool, combines the functions of a jig-saw, router, jointer, and sharper table, for cutting, jointing or shaping of wood, plyboard, composition, or plastic. For price and literature on the Routo-Jig, and a catalog of other electric tools, write Porter-Cable, 56 Exchange Street, Syracuse, N. Y.

How to Use the Porter-Cable Router-Shaper-Power Plane, a new 48-page manual designed as a practical guide, (usually priced at fifty cents) is offered free to homecraftsmen and woodworking students who write Porter-Cable at 61 Exchange Street. (In Canada, write Porter-Cable Power Tools, Ltd., Box 5019, London, Ontario.)

♦ A creative coloring set, "The Coloring Toy," contains sixteen crayons and sturdy printed die-cut cards which can be punched out to form castle walls, puppets, or whatever a child desires. Fasteners packed with the toy permit pieces to be joined together to make a variety of wiggling puppets, hinged walls, a fairy tale land, or a little theatre. This, as well as many other fascinating inexpensive toys (many suitable for organization Christmas party gifts), is illustrated in the attractive 1955 toy catalog available from Tigrett Industries, 66 East Walton Place, Chicago 11, Illinois.

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Books & Pamphlets Received

BARD OF GREENBUSH, THE — SAMUEL WOODWORTH — 1784-1842, William Gould "Cap'n Bill" Vinal. William G. Vinal, R.F.D. Vinehall, Norwell, Massachusetts. Pp. 18. $.50.

FUN WITH YOUR CAMERA, Mae and Ira Freeman. Random House, 457 Madison Avenue, New York 22. Pp. 55. $1.50.

GEOGRAPHY FUNBOOK—AN EDUCATIONAL FUNBOOK, Settle G. Beard and Hannah Robins. The Hart Publishing Company, Inc., 670 Fifth Avenue, New York 19. Pp. 124. $1.50.

LEADER'S DIGEST. Adult Education Association of the U.S.A., 743 N. Wabash Avenue, Chicago 11. Pp. 96. $2.00.

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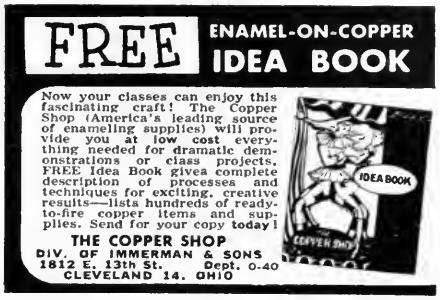
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Ethan Allen, Jim Moore, Forrest Anderson and Don Canham. A. S. Barnes & Company, 332 Madison Avenue, New York 16. Pp. 438. $5.00.*

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This book should be read carefully by every educator and recreation director in the country. It is thought-provoking and inspiring. Don't overlook the Epilogue.—*Grant D. Brandon,* for many years superintendent of recreation in Lancaster, Pennsylvania.

* See footnote on page 399.

Basic Principles of Parliamentary Law and Protocol

Marguerite Grumme. 3830 Humphrey Street, St. Louis 16, Missouri. Pp. 68. $1.00 single copy; $5.50 for six; $10.00 for twelve.

Here is a very helpful guide for those who must give time to planning or attending group meetings. The section on parliamentary law, based on Robert's *Rules of Order,* gets right down to the basic principles in condensed form and answers most questions one would have about parliamentary proprieties in a meeting.

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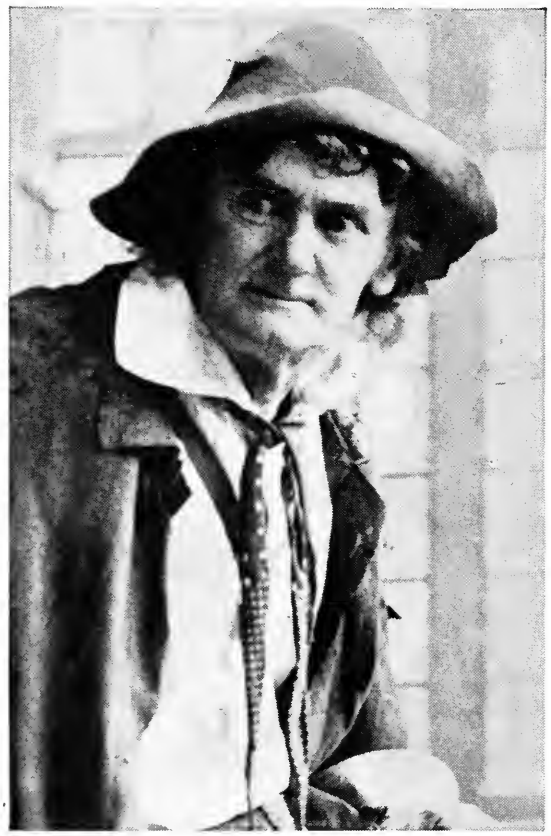

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On the Cover

Play activities are education for the very young—a fact to which school projects for this age will attest. This young miss is intent upon making a cardboard house. Photo courtesy New York City Board of Education.

Next Month

The 37th National Recreation Congress story and more pictures than ever; also the Congress address of Edgar Ansel Mowrer and excerpts from other speeches. Among others are an excellent article on how to put on a television program, "Television—A Year Later," by Ruth E. Pike; figure skating as a "maximum-participation" activity, "Skating With a Twist," by Loren M. Thorson; and ideas for holiday festivities.

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Things You Should Know . .

▶ IMPORTANT NOTICE! REMEMBER WHEN ORDERING. The title of the new hospital recreation film, produced by the NRA Hospital Recreation Consultant Department and Robert Wald, has been changed to *Rx for Recreation* (from *Too Much for Too Little*)—because of an unforeseen duplication in title with a government film. *Rx for Recreation*, a twenty-eight-minute color film, was shown to delegates at the 37th National Recreation Congress under its former title.

▶ TO START SOON: A revival of RECREATION magazine's column *On the Campus*. Educators, students, take note! Get your news items in soon. The column will now be handled by Alfred Jensen, Recreation Personnel Service, National Recreation Association. Address him directly.

▶ FOR NEWS OF THE SEGREGATION—DESEGREGATION PICTURE IN THE SOUTHERN STATES affected by the recent Supreme Court rulings, get *Southern School News*—a monthly tabloid paper described by *Newsweek* magazine as "the talk of educators and public officials throughout the South." It is published by the Southern Education Reporting Service, and is designed to report objectively and without bias, developments in the southern states.

The publication was founded by a thirteen man board of southern editors and educators, and is supported by a grant from the Fund for the Advancement of Education and by a nominal subscription fee of two dollars per year. first made effective this July. The post-office is Box 6156, Acklen Station. Nashville.

▶ AN AMBITIOUS PROGRAM designed to give the country a park system "worthy of the United States," is being studied by directors and operators of the national park system, according to a recent announcement in the *New York Times*. "Conrad L. Wirth, director of the National Park Service, described the objective of Mission 66. the staff group he established to review the service's problems and to recommend a long-range development and management program to overcome them." Mission 66 is so named because it is hoped that this program may be completed within that anniversary year. The program calls for appropriations greater than ever before given to the service.

▶ INFORMATION ABOUT WHITE-WATER BOATING AND CANOEING, river touring. wilderness cruising, can be obtained from the American White Water Affiliation founded in 1953. They also publish a quarterly magazine, *American White Water*. Address: 6255 Chabot Road, Oakland 18, California.

▶ THE AMERICAN CAMPING ASSOCIATION NATIONAL CONVENTION in Detroit, February 15 to 18, 1956, will devote three sessions to "Municipal Camping." Day camping, resident camping, family camping, camps for older boys and girls, common problems in management, leadership, programs, maintenance, and standards will be discussed. Henry D. Schubert who is superintendent of recreation in Dearborn, Michigan, is chairman of these sessions. Details may be obtained from American Camping Association, 4864 Woodward Avenue, Detroit 1, Michigan.

▶ DON'T FORGET that the December issue of RECREATION will carry pictures and report of the Denver National Recreation Congress. The address of Edgar Ansel Mowrer, journalist and commentator, will be included, as will excerpts from other addresses. The December issue also carries our Annual Index.

▶ TWO NEW PUBLICATIONS LISTING RESEARCH recently completed or under way were issued this summer: *Research in Recreation Completed in 1953 and 1954* lists over two hundred reports classified by subject matter, and was issued by the National Recreation Association. It is available at $1.00 per copy. *Research Underway and Research Needed in Health Education, Physical Education, Recreation* was published by the American Association for Health, Physical Education, and Recreation. 1201 Sixteenth Street, N.W., Washington 6, D. C., and is $1.00 per copy. It lists thirty-five recreation studies currently under way at colleges and universities and a number of recreation subjects on which research is desired.

▶ WHAT IS THE RECREATION SITUATION IN YOUR LOCAL HOSPITAL? A movement is now afoot to get citizens of local communities to do something about the unhappy state of patients in hospitals for the mentally ill — by the way of administering kindness and entertainment. In a letter to the *New York Times*, Irving Heitner, president, Rockland Hospital Guild, New York, stated nearly a year ago "May we bring to the attention of your readers the very unhappy plight of the more than one thousand friendless patients at Rockland State Hospital?

"Our organization has for a number of years been doing what we can with our limited finances to bring some joy and comfort to patients. . . . We do this by arranging ward parties with refreshments and volunteer entertainment . . . provide additional recreational facilities to while away the long hours . . . .

"It is only through publicity . . . . this situation can be brought to light and, through public awareness, some measure of alleviation given these victims of extreme misfortune."

Volunteer workers, in a "mobilization of human kindness" to alleviate like situations in veterans hospitals, through the Veterans Administration Volunteer Service, at the same time rated the publication of an excellent article in *Collier's*: "A New Way to Help the Lost Ones," by Albert Deutsch.

▶ IN THE BATTLE FOR LAND in New York City (see "The Fight for Land," page 332, September 1955 issue of RECREATION)— in which Park Commissioner Robert Moses has been battling in an attempt to recapture the site of an old hospital, in Rockaway Beach, belonging to the city, for a badly needed extension of Jacob Riis Park—the attorney general now holds that the city must return the property to park control. Plans had been made to sell it to private enterprise, but it has been ruled that the city does not have this power. The city's Board of Estimate had defeated the proposal of Mr. Moses last July. The attorney general bases his opinion on the fact that the site was originally part of the property used to make up Jacob Riis Park and had been withdrawn from the park department's jurisdiction only temporarily. The situation is pending final determination by the courts.

▶ COMMITTEES ON RECRUITING FOR THE RECREATION PROFESSION are being established by a number of state recreation societies and associations. In response to recent NRA Personnel Service inquiry, only one of eighteen state groups replying reported a state recruiting committee. Three were giving some thought to establishing a committee. Fourteen plan action soon.

Recreation Philosophy

Told in Pictures

Beverly S. Sheffield

THERE IS MORE reason behind the operation of the recreation department of the City of Austin (Texas) than the organizing of athletic leagues or the maintenance of golf courses.

There is a philosophy which is interested in the lives of people. The dynamics of parks and playgrounds is what happens to the individuals who use them. The leaders are pleased when they see an activity brought to a successful conclusion, but they are deeply satisfied when they see an individual personality and character developing and growing from creative play experiences.

Tommy was crippled. He could never step up in the batter's box. watch the pitch and meet the ball just right for a two-base hit. But a wise playground leader showed Tommy another way to gain status with the fellows. He was encouraged to play chess; and soon he was not only playing, but winning, too! By doing something well enough to be a winner, Tommy gained recognition from the other boys.

Tommy is not an isolated example. The awareness of trained personnel to the needs of others often aids in personality development and character building. A mother who brought her child to a community center for handicraft classes was helped by an alert instructor. This mother was persuaded to attempt some copper tooling; and much later she told the instructor that this period in her life had been a difficult one, and that the art work had done much to help her to adjust.

The grandmother who finds new friends at the Golden-Age Club, the woman who relaxes at the exercise class, the growing youngster who learns poise and expression in the Children's Theatre, the church-school class for boys who gain group spirit while playing as a team in the basketball league, and the family who develops a unity and fellowship in singing together on the Barton Springs' hillside—all those demonstrate that recreation is a basic need of life.

It has been said that if you want to know a boy, watch his play; and, if you want to know a man, observe how he spends his leisure. The growing boy and girl need opportunities for group play and individual creative activities. Play is an important educational medium; it is an integrating force in the development of personality; and it tends to develop strong, healthy bodies.

To carry out the philosophy and purpose of recreation, the program must be one of variety, depth, and challenging activity. This is the goal of the recreation department as its leadership plans and conducts a city-wide program of more than seventy-five activities.

MR. SHEFFIELD *is director of the Austin (Texas) Recreation Department.* *Reprinted through courtesy of* The Austin American.

RECREATION FOR SAFETY. Each young swimming student must learn to take care of himself in the water without fear. This lad is typical of the three thousand Austin youngsters who take part in city recreation department's learn-to-swim program.

RECREATION FOR FUN. It's time to tune up at the Kourtin' Korner, Austin's teen-age center, where dancing, table tennis, pool, and other games are part of the Tuesday and Saturday recreation program under supervision of a recreation director.

RECREATION FOR EDUCATION. All children love to manipulate the puppets—plan or watch their antics in a performance. Marionette theatre makes a tour of the playgrounds. Play is learning; and creative activity, by its very nature, is an education medium.

RECREATION FOR RELAXATION. A favorite form for this family—and for thousands of other family or small groups—is to pack a picnic supper and get away from the city to eat it. Zilker Park, for instance, has tables and picnic units for 2,200 persons.

RECREATION FOR TEAMWORK. Softball is just one of the many sport activities for both boys and girls sponsored by the Austin recreation department. Future citizens learn fair play, good sportsmanship.

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Readers! You are invited to send letters for this page to Editor, RECREATION, *8 West Eighth Street, New York 11—so that your ideas, opinions and attitudes may be exchanged with others on the wide range of subjects of concern to us all. Here is your chance to agree or disagree with the authors of our articles.*
—The Editors.

Editorial from Boys Town

Sirs:

The March 11 issue of *Boys Town Times*, published at Boys Town, Nebraska, contains an excellent editorial by the Rt. Rev. Msgr. Nicholas H. Wegner, director of Father Flanagan's Boys' Home. The subject of the editorial is "Play and Its Relation to the Child."

In recent months I have noted in editorials appearing in this paper a growing tendency to emphasize the recreation point of view, and I would recommend that you study these editorials with the ultimate idea of having them reprinted, where applicable, in RECREATION—especially the March 11 editorial. I believe there is much "meat" in them that would be of interest and benefit to our conferees in the field of recreation.

CHARLES C. KELLEY, *Superintendent of Recreation, Somerville, Massachusetts.*

• See page 358 of October 1955 issue of RECREATION for Father Wegner's editorial of March 11.—Ed.

The Role of the School in Recreation

Sirs:

Dr. Gabrielsen's article, in the September 1955 magazine issue, "What is the Role of the School in Recreation," is very stimulating. In fact, it is well written and I intend to use it. He has outlined and set forth the responsibilities of the school in recreation and, in logical sequence, suggested techniques for organized cooperative effort on the local level. Will it do the job? That depends upon the right leadership. Unless there are real believers to initiate continuous action on a community-wide basis, progress will be slow and spasmodic. It seems that too many of us talk about things that everyone knows and never get into action. We spend too much time laying the background. What we need are some good primers to shock communities into action; for example, President Eisenhower's Sports Clinic and others on a national scale.

Actually everyone is stating what the schools should do, and too often blames them for most of the human ills. Superintendents have real problems which are pyramiding with increasing rapidity. Many have learned to operate on the horns of a dilemma. Particularly is this true in recreation. They draw close to the program with words and deny the action thereof. The schools are doing a good job with what they have to work with. Too often the teacher is overworked and underpaid and has little energy and time to give to recreation. The schools need public opinion and support for recreation in order that they can proceed with some degree of safety. How and what should be done? I am sure Dr. Gabrielsen has some excellent ideas as well as many other recreation people. Here would be an excellent committee project.

LEON G. GREEN, *Head, Physical Education Department, University of Idaho, Moscow, Idaho.*

Information Wanted

Sirs:

I have begun work at The Baltimore Hearing Society on a five-year demonstration recreation project. The purpose of the project is to integrate hearing-impaired children into recreation programs which include normal-hearing children. It is hoped that through this type of integration, the hearing-impaired child will be able to acquire recreation and social skills so that he will be better able to adjust in the normal-hearing world.

My work on this project began April 1, 1955. Since that time, a number of hearing-impaired children have been placed with normal-hearing children in various recreation activities, including day and resident camps. Though time has not been sufficient for evaluation of the hearing-impaired children's adjustment, agencies which have been serving the children report that the children are making some progress in learning recreation skills and in making new friends.

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I am very much interested in receiving information from persons who have worked with hearing-impaired children in regard to integration with normal-hearing children.

ROBERT H. DOMBRO, *Recreation Therapist, The Baltimore Hearing Society, Baltimore, Maryland.*

Editorials on Juvenile Delinquency

Sirs:

The editorial by Sidney G. Lutzin, printed in September 1955 issue of RECREATION, is one of the best that has ever been printed. It hits the nail right on the head, as far as juvenile delinquency is concerned. It has been my privilege to preach this same gospel, wherever and whenever juvenile delinquency has been brought up in discussion, in public forums or in private.

This editorial should be reprinted and more distribution should be made to all city officials, probation officers and others interested in the problem. If you do reprint it, please advise me as I would like to have a good many copies.

I am enclosing another reprint on juvenile delinquency, from the *Reader's Digest.* ["The Disastrous Three D's of Parenthood," June 1955] by the eminent Bishop Sheen, which I have had the pleasure of distributing to many agencies throughout this area.

HAROLD LOGIN, *Recreation Superintendent, Department of Parks and Public Property, Jersey City, New Jersey.*

Physical Fitness of Children

Sirs:

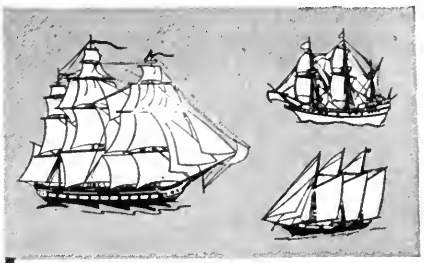
For twenty-five years the Eastchester (New York) Recreation Commission has been running the Eastchester Recreation Decathlon Olympic Championships, which have drawn many hundreds of children. *Sports Illustrated* magazine for August 15, 1955 had an article on a problem which is perplexing the President of the United States. It was on the unfitness of American children. *Sports Illustrated* then went out and took pictures of the Eastchester Decathlon Championships. The pictures [on page 17 of their August 22 issue] showed boys chinning the bar, and told the nation that here is American youth keeping fit on Eastchester playgrounds.

VINCENT D. BELLEW, *Superintendent of Recreation, Recreation Commission, Tuckahoe, New York.*

Day Camp Article Aids in Staff Training

Sirs:

The article "Day Camp Program for 'Why-Daddies'" [RECREATION, May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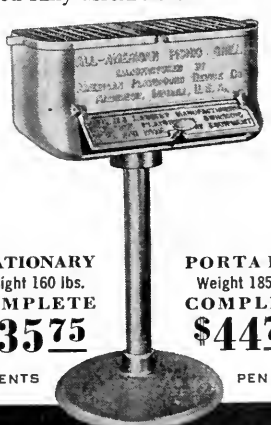
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1955], by Melvin J. Rebholz, is a dandy. It stresses very ably the importance of integrating nature and campcrafts into the total day camping program.

At the Henry Kaufmann Campgrounds, which is a multi-agency day camp facility, we have done this very successfully by engaging a nature and campcraft specialist whose primary responsibility is to motivate and develop among the day camp counselor staff a genuine "feeling" and interest in nature lore and outdoor living.

I am using this article for our precamp staff training and orientation, as it is geared in the direction in which we have been moving our day camp programs—to wit: "Day camps should offer definite out-door experience, nature and campcraft activities, and not a mere repetition of the city playground programs."

MONTE MELAMED, *Executive Director, Henry Kaufmann Campgrounds, New York.*

Artificial Ice Rinks

Sirs:

George D. Butler is to be complimented on his article, "Outdoor Artificial Ice Skating Rinks," in the October issue of RECREATION. However, on reading this article I have found some important information on ice rinks lacking, which I believe should be brought to the attention of your readers.

I would like to submit the following in the form of a contribution to Mr. Butler's article. Where he speaks of the piping for the permanent, all-purpose floor, I would like to add: Supply and return headers can be placed in a trench running through the center of the rink. The trench may be at one side of the floor in which both feed and return headers are at one side, or the supply headers can be placed in a trench at one side of the rink with return headers at the opposite side, depending upon design requirements.

This floor can be laid on sand, or on insulation, depending on changeover requirements due to diversified activities.

In Mr. Butler's article he mentioned: "One disadvantage in this type of construction is the difficulty in repairing a leak, crack, or other deterioration which might occur within the slab." However, when the floor pipes in the permanent "Monolithic Concrete Floating" slab are connected to manifolds with disconnect fittings, preventative maintenance is facilitated and maintenance costs are minimized.

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concrete and the pipes. A floor design of this type installed in Rockefeller Center in New York City has been in operation for sixteen years without floor repairs.

Mr. Butler stated further, "Studies have shown practically no corrosion in rinks with direct expansion refrigeration." The major source of trouble with some rink floors was found to be due to external pipe corrosion. With a properly designed permanent, all-purpose rink floor, such as designed by M. R. Carpenter, external pipe corrosion has been eliminated. Mr. Butler no doubt refers to internal pipe corrosion.

MRS. M. R. CARPENTER, *1560 Ansel Road, Number 9, Cleveland 6, Ohio.*

Recreation and Adult Education Editorial

Sirs:

I have just returned from India and have now had a chance to read some of the publications I missed during the past year.

I have read the editorial by Malcolm Knowles on recreation and adult education in the February issue of RECREATION. I want to go on record as wholeheartedly supporting Mr. Knowles' concept of the similarities of these two fields and the belief that recreation at its best should be achieving the same objectives as adult education—developing emotionally mature and effective citizens through the use of recreation.

H. D. EDGREN, *Professor of Education, George Williams College, Chicago 15, Illinois.*

OUTDOOR SWIMMING POOLS
by George D. Butler

This very popular, compact booklet of the series of articles which appeared in the January, February, March, and April 1955 issues of RECREATION is once more available (Second Printing).

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A sketch of the Ridgefield Community Center as it appears today. The building is set in spacious community park.

An Old House Comes to Life

Marvin Rife

A story, of the two-year creation of a community center, which offers suggestions for others based on interesting experience.

In two short years, a miracle has happened on Main Street in Ridgefield, Connecticut. The volunteer efforts of citizens have transformed the cold skeleton of an old building into a warm, friendly community center. The Lounsbury House, a twenty-eight-room, four-story mansion built by a former governor of Connecticut in 1895, stood empty in the center of Veterans' Memorial Park for more than ten years. The town fathers, owners of the property, considered converting it into a town hall, but gave up this idea. Many leaders, in disgust, advocated that the beautiful old structure be torn down. However, others had visions of a broad cultural and educational center for the use of all citizens.

In January, 1953, a small group of these men and women began informal meetings to explore the possibilities of converting the venerable mansion into a community center. They organized a comprehensive survey by which 203 families were interviewed on a random area basis, in every sector of town, urban and rural. Three simple questions were asked:

1. Do you want a community center for Ridgefield? (More than ninety-four per cent said, "Yes.")

2. Do you favor renovating the Lounsbury House for use as a community center? (Over sixty-seven per cent answered affirmatively.)

3. Would you be willing to support such renovation and assist with operating costs for the center? (More than fifty per cent said, "Yes.")

These encouraging results stimulated the volunteer committees to move forward and to form the Ridgefield Veterans' Memorial Community Association, an organization which included representatives from every sector of the town. They made a thorough study of the requirements for the renovation and consulted town officials, engineers, architects, and others for expert advice on all phases of the project. Then, early in September, they called a town meeting in the high-school auditorium.

More than five hundred citizens attended and voted almost unanimously for the project. Town officials were empowered to lease the house to the newly incorporated association for twenty-five years, at a dollar a year, with the understanding that the cost of renovation and operation would be borne entirely by voluntary contributions and other non-tax revenues.

In November, 1953, a fifteen-member board of directors for the new association was selected from among the incorporators. Executive officers were elected by the board and working committees were formed.

The building committee held many meetings to determine in detail the needs for renovation and the costs involved. In cooperation with the finance committee, a pro-

---

Dr. Marvin Rife, *until recently the director of camping and research for the Herald Tribune Fresh Air Fund in New York, is now associate professor in the College of Arts and Sciences, University of Rhode Island. For the past two years he has been a member of the board of directors and chairman of the program committee for the Ridgefield Community Center.*

spectus was drawn up, printed, and sent to every householder in Ridgefield, telling the story of the project in simple, direct terms. This four-page folder presented sketches of the ground, first, and second floor plans of the house, together with cost estimates for renovation as follows:

Installing new heating plant	$ 7,500
Painting exterior of building	6,500
Renovating kitchen	5,000
Installing fire escapes	1,000
Interior painting and decoration	5,000
Furnishings	5,000
Carpentry work	5,000
Plumbing	3,000
Electrical work	2,000
TOTAL AMOUNT NEEDED	$40,000

By December, advance gifts of about $14,000 enabled the association to proceed with high priority, exterior repairs and the letting of contracts for the heating plant and necessary plumbing. The first coat of white paint went on the outside of the building late in May, and on Memorial Day, 1954, an "Open House" attracted a large number of people to view how much had been done on the interior. Slowly, but surely, the old mansion was being transformed, and early skeptics of the project began to express approval.

In June, 1954, the personnel committee received references, from the National Recreation Association Personnel Services, of professional recreation leaders wishing to apply for the position of executive director of the center, a full-time, year-round position. A starting salary of $4,000 had been established by the finance committee in its tentative budget of $16,000 for the annual operation of program and facilities. George Fasolo, a qualified recreation leader who had directed a center program for children of American personnel in occupied Germany, was engaged and began his duties early in August.

The board of directors was now able to move forward more quickly. The first big project was the establishment of the teen-age canteen on the ground floor of the center. A governing board of high-school young people, with adult advisors, managed the equipping of the canteen with a snack bar, dance floor with juke box, game room with billiards and table tennis, and a spacious, attractive lounge. The canteen is open weekday afternoons and weekend days and evenings, under adult supervision, with a varied program. Membership charges are $3.00 per semester.

The membership committee launched its drive for adult participation in November, 1954. The annual membership fee is also $3.00, with the provision that all members of the family are admitted to membership if both parents join. By February, 1955, about five hundred adults and four hundred children were active members.

The program committee, composed of seventeen volunteer members, has been active in "feeling the pulse" of the community in terms of individual and group interests. Regular monthly meetings with the executive director have resulted in a gradual expansion of program services. An increasing number of organizations had begun to use the center facilities on a regular basis.

The Toy Clinic, a non-profit service organization using volunteer help, renovates toys, games, and other play materials for children's institutions and hospitals in Connecticut. Two rooms on the third floor have been given to it for use, free, for its philanthropic program. The Ridgefield Girl Scouts hold all troop and leader meetings on the second floor, for the use of which they pay a modest monthly rental. The District Council of Boy Scouts leases three rooms on the second floor as headquarters. The local Rifle and Revolver Club, with senior and junior members, has its meeting room and shooting gallery in a remote, safe section of the ground floor.

Among the other community groups holding regular or special meetings in the center are the Sunshine Society, Well Child Clinic, District Nursing Association, Caudatowa Garden Club, Ridgefield Garden Club, Thrift Shop Committee, 4-H Club, League of Women Voters, and the National Association for the Advancement of Colored People.

However, the major dynamic phase of the program consists of a variety and range of activities sponsored by the center itself, under the leadership of volunteer or part-time paid leaders from the Ridgefield area. The February 1955 *Calendar of Events*, mimeographed monthly and mailed to every member, gives a typical picture of services.

Activities for Children

1. Adventures in Art—Informal drawing and painting for children six to ten years of age, alternate Saturday mornings.
2. Art Class—Formal instruction in painting for children eight to fifteen years of age, every Saturday morning.
3. Children's Ballet—Instructions for groups, every Saturday morning. Private lessons by appointment.
4. Children's Theatre—Instructions and practice in drama, every Monday afternoon. Productions are being planned.
5. French—Children's French classes, Tuesday afternoons. Free to members.
6. Dancing Class—Monthly instruction and dance for boys and girls, every fourth Friday.
7. Little League Basketball—For boys, played Sunday afternoons in the high-school gymnasium, sponsored by the center.

Activities for Adults

1. Art Classes—Instructions for adults, Thursday evenings.
2. Ballet—Instructions Monday and Tuesday mornings. Private lessons by appointment.
3. Ballroom Dancing—Instruction, Wednesday nights.

Adult photography class listens to talk and demonstration on composition. Center has its own darkroom and equipment for developing, printing, and enlarging. Instruction is offered beginners and advanced students.

"Adventures in Art" class, on Saturday mornings, attracts about twenty-five youngsters between ages of six and ten. Volunteer instructor, who teaches college courses in arts and crafts, encourages group discussion.

The gracious open door of the Ridgefield Community Center expresses a warm welcome and invites active participation by everyone in the Connecticut community. Here it is used for the annual garden club show.

4. Ceramics—Classes in the ceramics studio, Monday, Wednesday, and Friday evenings.
5. French Classes—For beginning, intermediate, and advanced students, two evenings a week. Free to members.
6. Golf Instruction—Individualized, for men and women at the golf range on third floor, three evenings a week. Private lessons by appointment.
7. Photography—Instruction and practice Tuesday nights in the photography studio.
8. Theatre Guild—Adult group meets every Thursday night. Guild is planning a spring production.
9. Ski Club—Arrangements made with interested persons for ski trips and outings on week-ends.
10. Educational Movies—Regularly scheduled and special films, Thursday nights. Free to members.

Modest instructional fees are charged for most of the above activities, from which a portion is paid to the instructors and the balance retained by the center to help with operating cost.

The publicity committee, active since the inception of the center, gives approved information to the local press and radio. *The Ridgefield Press,* an outstanding weekly newspaper, carries a regular section under a sketch of the center, announcing the weekly calendar of events and important news. Station WLAD, Danbury, has cooperated in giving time for announcements of special events.

The special-gifts committee has performed a valuable two-fold function. First, it has spearheaded large advance gifts from donors, both for the renovation drive and for operating budget support. Second, it reviews and receives donations of tables, lamps, carpets, chairs, office equipment, and other necessary articles. Many generous gifts have helped to give the bare rooms a warm, hospitable atmosphere.

The largest and most active group is the house committee. made up entirely of women. It is divided into three sub-committees — hospitality, kitchen, and maintenance, These three sub-groups work closely with the executive director to see that patrons are accorded the social amenities. that kitchen facilities and services are adequate and efficient and that the house is kept clean and attractive at all times. House rules have been established and printed by the board of directors for the guidance of all individuals and groups using the building.

Why Has the Center Been a Success?

Miracles do not just happen. Behind the almost phenomenal progress of the Ridgefield Community Center in its first active year lie a number of important factors in planning, organization, and execution. These basic elements in a successful program are indicated below for consideration by other community groups wishing to establish and operate a similar community service.

1. *Good old hard work.* A solid core of devoted volunteers were willing from the outset to study and labor together on the over-all project. Board and committee members as well as other volunteer leaders continue to give untold hours of service to every phase of the operation. "Let George do it" is not in their vocabulary.

2. *Thorough and accurate records.* From the beginning, complete minutes of meetings, records of business transactions and important decisions have been kept by the secretary of the board of directors. Also, a pictorial review of events and activities as well as newspaper clippings have been maintained by a designated "historian" in yearly scrap books.

3. *Competent leadership.* All legal and business matters pertaining to incorporation, letting of contracts, insurance, committee organizations, selection of personnel have been handled by qualified persons. For example, a certified public accountant volunteers his services for auditing the accounts of the association and guiding the setting up of a bookkeeping system.

4. *Response to public need.* The pulse of the community has been kept at every stage of the formulation and execution of plans. The initial survey of individual responses and the study of community group interest in the use of the center are examples of methods used to reflect as accurately as possible the real sentiments of people about services wanted.

5. *Public relations.* There has been continuous and consistent communication to the people regarding the project. Monthly program calendars go to every member, weekly news items about center activities appear in the press; and

word of mouth enthusiasm from satisfied patrons lend impetus to expansion of services.

6. *Rotation of leadership.* Provision is made in the constitution for yearly turn-over of personnel in the board of directors. Members serve for three-year terms and are not eligible for re-election. Every year, one-third, or five, members are newly elected. This insures a constant flow of "new blood" into top leadership.

7. *Regularity of meetings.* Monthly meetings of the board enable the association to keep abreast of new developments and to handle matters of policy. Important issues or problems needing executive action on a daily or a weekly basis are handled more directly by the executive director in close consultation with committee chairmen and officers of the board.

8. *Central office efficiency.* The center's office is the "nerve focus" of the program. Daily routines of receiving new members, acknowledging gifts, meeting expanding program needs are handled promptly by the executive director and a part-time secretary.

9. *Flexibility of program.* The entire range of activities has been created in response to felt needs and demands from the community. Exploration of new areas of service are also contingent upon the degree of interest shown by the people.

10. *Inclusive nature of services.* Everyone in the town is invited to participate. Groups from every section and every social strata are included in the roster of members.

11. *Practice of economy.* It has become evident that the center cannot be completely self-supporting for some time to come. Therefore, all unessential expenditures are avoided and donations of needed supplies, equipment, and other items are encouraged. Labor groups in town, for instance, donated some of the work done at the center.

A Look to the Future

Plans for the immediate future include the setting up of a community forum. The first forum meeting was held in April, on "Town Planning," and was sponsored by the League of Women Voters. A summer day camp for children seven to eleven years of age is on the agenda, to be sponsored and operated by the center in the adjacent Memorial Park. In the fall, it is hoped that many new courses in adult education will be added.

Ridgefield is no longer made up of landed gentry. A "new element" of solid, middle-class business and professional people has been added in the past decade. They demand increased cultural and educational advantages for themselves and their children. It is hoped that the center will help progressively to meet these needs.

THANKSGIVING DAY

Today, one hundred and thirty million Americans keep the day they first set apart. We all know what Thanksgiving is: A Day of Thanks—It's Turkey Day and Pumpkin Pie Day—the day of the meeting of friends and the gathering of families. It does not belong to any one creed or stock among us; it does not honor any one great man. It is the whole family's day—the whole people's day—the day at the turn of the year when we can all get together, think over the past months a little, feel a sense of harvest, a kinship with our land. It is one of the most secure and friendly of all our feasts, and yet it was first founded in insecurity, by men who stood up to danger. And that spirit is still alive today. . . . The Democracy we cherish is the work of many years and many men. But as those first men and women first gave thanks, in a dark hour, for the corn that meant life to them, so let us give thanks today not for the little things of the easy years, but for the land we cherish, the way of life we honor, and the freedom we shall maintain.
—STEPHEN VINCENT BENET.*

* From *We Stand United and Other Radio Scripts* by Stephen Vincent Benet, Rinehart & Company, Copyright, 1944, by Rosemary Carr Benet.

The Social Group Worker

Gertrude Wilson

Explaining this method of work as applied to the recreation field.

ONE OF THE active social movements of the first half of this century has been the change of public attitude from regarding "recreation" as a frill—something nice but not essential—to its present status, fast moving into a position of a public essential for every community. It is taking its position in local government along with the waterworks, fire and police protection, health program, schools, family and child welfare departments, other municipal bureaus and commissions. Many social factors have contributed to this change, all of which may be summarized as the application of research in the physical, social, and biological sciences, which have brought automation with increased leisure time and greatly increased knowledge of the social needs of human beings.

During this half century many new and different methods of giving services have been developed, all aimed either to help people improve their chances for happiness or to recover from crippling experiences or illnesses. Many of these services are based, at least partially, on the proposition that a happy or socially well-adjusted person is one whose memberships in groups give him a sense of belonging and of self-esteem. The social group work method is one of such services.

During the 19th century, while the sociologists were converting their observations of man and society into social theories, the humanitarians were organizing activities aimed to help people in distress. To many of the early humanitarians the relationship between cause and effect was immediate. They looked into the environment and found poor housing, poverty, ignorance, and idleness (unemployment). These factors were real and offered sufficient challenge for several generations of socially conscious people. While residue of these problems are still with us, they do not represent the major problems in the United States. Instead we have national recognition of the mental health of our people as the number one problem of today.

In the third decade of this century, several committees of people related to various programs concerned with offering leisure-time activities undertook to study the contribution which membership in a group makes to character building of the individual. Almost simultaneously such committees were organized in Cleveland, New York City, and Chicago. Sociological theory was the common background of the members of these committees. The discussions also reveal a dominant influence of John Dewey's principles of learning and teaching and of Freudian and other psychological concepts applied to understanding human behavior in general and the role of the worker in particular. The introduction of a sequence of courses to prepare workers for recreation and informal education agencies at Western Reserve University, where the term "group work" (coined to distinguish it from courses in case work) was first used, evolved into social group work as a method of helping the individual member of a group. Since 1926, twenty-four schools of social work have introduced a social group work sequence into their curriculum.

The method of social group work, thus from the beginning, has been postulated on these assumptions: (1) that a sense of belonging is essential to the happiness of all human beings; (2) that certain life experiences and social situations interfere or deny to many individuals the opportunity to have this sense of well-being; (3) that the welfare of society is dependent upon the nature of the interacting process of its many small groups; and (4) that personnel, with sufficient understanding of the interacting processes in groups and of the divergent manifestations of human needs on the part of individuals, can be educated to help people secure a sense of belonging and to help groups achieve purposes of value to society, through prolonged field work experience with groups guided by a skillful practitioner. The media through which the social group worker helps people to relate to one another is *any* activity which the members of the group may choose.

The term "social group work" describes a method of work with people. It does not adequately describe an agency, a section or part of a welfare council, or even a part of a given agency. The term is legitimately used to describe personnel prepared to use this method when the major responsibility of the worker is that of working with groups. It must be noted, however, that all social group workers use other methods in the performance of their total job description since they also carry responsibilities for administration, supervision, teaching, and sometimes clerical functions.

It is unfortunate for all concerned that the social group work method has become so closely identified with agencies supported by Community Chests and the United Crusades. The social group work method has much to offer to all people in need of slight or great help in identifying with groups, whether they congregate in settlements, youth organizations, public recreation centers, hospitals, churches, or other organizational settings.

Public recreation and park departments are increasingly carrying the major responsibility of securing land and the

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in PUBLIC RECREATION

provision and maintenance of recreation facilities for the use of the general public. Not just parks as objects of beauty, but parks with facilities for picnics, over-night camping, sports, games, and all manner of recreation activities. Maintenance, moreover, has moved slowly from protection of "property" to protection of "people"—thus the advent of swimming guards, naturalists, and other personnel.

Provision of facilities, their maintenance, and the protection of property and lives of their users, however, has proven to be insufficient. More and more it is realized that large numbers of people do not know how to use these facilities. Personnel have been employed to teach a great variety of recreation activities,[1] sports, games, arts and crafts, dramatics, music, nature lore, and many others.

Informal education provided by these teachers is a valuable and sufficient contribution to large numbers in the population who have already made satisfactory social adjustment both within their own families and other social groupings. To this part of the population, classes in recreation centers contribute enrichment of old interests and development of new ones which, although immeasurable, undoubtedly prevent many social and emotional maladjustments.

There are, however, many others of our population who are unable to make constructive use of such "come and get it" forms of recreation instruction. For a variety of reasons —some cultural, such as social class, race, and nationality; some emotional immaturity; and all a combination of many reasons—a smaller but sizeable proportion of the population can use the recreation facilities *only* with more individualization than teaching service, no matter how informal, can provide. People needing this service do not necessarily stay away from the recreation center, they frequently are among the most regular attendants. Their behavior is such that they disrupt the regular activities and tend eventually to drive the better adjusted patrons from the center. Thus, even if it were the desire of the community to serve only those who have the capacity to use the recreation facilities, the staff is frequently confronted with more people without

such capacities than with them. Many communities, moreover, not only have set up the facilities for *everyone* to use but also demand, on the one hand, that they be available without disturbance from the so called "rough" element and, on the other hand, insist that the recreation department do something constructive about the disturbing people.

It is clear that there are at least four distinct but interdependent functions (each having many facets) to be performed within a recreation and parks department: (1) providing land and facilities, (2) teaching skill to use the facilities[2], (3) helping the socially retarded (whatever the cause) to participate either in groups of their own choosing or in groups established by the department, and (4) providing recreation services for the larger groups which often represent ninety per cent of the local people.

In the performance of these functions knowledge and

skills from many professions are needed. The first is closely related to business administration, city planning, architecture, landscape planning and technical knowledge of physical lay-out for sports and game fields, recreation buildings, community centers, facilities for cultural activities, performed in close cooperation with landscape architects, layout specialists and other professional planners, and with special attention to designs to serve the recreation function.

The second function is performed by teachers with skills in arts and crafts, sports and games, music, dramatics, and other recreation activities with perhaps a specialty in some. (Training is usually secured in schools of education and in courses in various college departments.) The third requires an especial skill in helping individuals make most effective use of groups and in helping groups to achieve socially desirable purposes. (Preparation for this function is usually secured in schools of social work which have specializations in social group work.) The fourth requires basic education in the know-how of municipal recreation leadership. (This is being offered as a major course in many colleges today.)

Personnel with assignments in each of these functions need some of the knowledge and skill required by those performing the other functions. Each person, however, cannot be an expert in all the facets of knowledge and skill required by a recreation and park department. The recreation department in our larger cities is as much a multi-discipline setting as is a hospital. Members of many disciplines can be used effectively within such a department. There is a place for city planners, recreation leaders, teachers, physicians, nurses, dieticians, artists, physical educators, social group workers, and other specialists, upon the staff of a large recreation department. In the small department the recreation worker or workers must necessarily fulfill more roles with less specialization. Job descriptions and classifications made accordingly will respect the professional background of each worker and will thus avoid forcing each spe-

[1] "Recreation activities" is used throughout this paper to cover any activity chosen by a person to do in time when he is not engaged in "employed activity."

[2] For simplification, all special events, tournaments, and so forth, which usually are culmination of teaching, have been included under "teaching skills."

cialization into a common mold through the use of an over-all term such as "recreationalist." Few departments, however, through either job descriptions or content of civil service examinations, define the place of representatives of these various disciplines.

Many recreation and informal education agencies, whether supported by tax dollars, through United Crusades, or by private funds, need a thorough-going organizational overhauling related to the variety of purposes for which the facilities and services are intended and to the professional skills required to supply them. Programs should be planned on the basis of anticipated needs of the patrons to be served. Personnel equipped to meet these needs should be assigned to groups in accordance to the members' interests and problems. Regular evaluations should be made of the progress of groups in their various activities based on criteria developed at the time of their establishment.

Failure to organize program on the basis of the ability of patrons to participate does not mean that by so doing the department eliminates the people with problems from their clientele. The following list of problems are culled from many submitted by personnel employed in recreation and informal education agencies. Seventy-five per cent of the workers are in public recreation. The agencies cover widely separated geographic areas.

What does a worker do when:

- Activity is over and girls and boys go off on "necking" parties?
- A youngster says, "I've broken a serious law. I don't know what to do about it"?
- A boy is using narcotics?
- A boy says that his father won't let him come to the center because he doesn't think it is a good place to be?
- A person with a fairly serious physical or social handicap wishes to join a "normal" group?
- He is confronted with a member of a group whose problems seem to be outside the scope of the agency's service?
- He is responsible for working with a fairly large group and one or two individuals get "into trouble," and both the group and the individuals need his entire attention at that time?
- A group gives evidence that its chief motivation in its activities is to win at any cost?

If the worker confronted with any of these problems were the only worker on the playground, what could he do?

If the worker were one who is working part-time to earn his way through college what service could be expected from him?

If the worker were an expert (in any one of the specialties), coach, or teacher what could he be expected to do?

If the worker were any of the above but there were one or more social group workers on the staff what could the patron with a problem expect?

Now the implication of the above questions is not that the social group worker is the only professional in a recreation setting who *can* handle personal and group behavior problems. There are many such problems handled by recreation workers with other educational backgrounds. Because they are not, however, specifically trained in social work their ability to handle them is a "plus" to the content they have been prepared to teach. The social group worker is, however, specifically prepared to work with people with such problems and to give consultation to others on the team in regard to patrons with problems. This is his specialty and recreational content is *his* "plus." Both are needed in the provision of recreation services. Team work between specialists provides a place for both program specialists and the social group worker.

The program specialists (teachers or leaders) and the social group worker need to have a *common* knowledge of the physical, emotional, and intellectual growth and development of human beings throughout the life cycle. Both need knowledge of program content and its meaning to different people. Both need knowledge of the community, its needs and resources. Both need to have skill in working with each other and with people in the community. But the program specialist is an expert in general program with, perhaps, specialized skills in some specific activities, and in teaching them, while the social group worker is a specialist in diagnosis of the social adjustment of people and in helping them either to use the activities of the agency in meeting their problems or to use the services of other agencies in the community to this end.

This differentiation between the functions of social group workers and other workers in recreation and informal education agencies is the same whether the agency is supported and organized by public or private auspices. While more social group workers are employed in privately supported agencies than in public ones, there are more opportunities for social group work service in public recreation agencies because these agencies are both larger and more numerous.

Preparation for the practice of social group work requires two graduate years following a college major in the social and psychological sciences. The expense and length of the period for professional education tends to keep the number of social group workers very small. For this reason it has not been possible to staff a sufficient number of places where the differentiation described above could be widely recognized. Marvin Green[3] describes a sharing of responsibility in the public recreation program of the New York City Board of Education in which program there are twenty-two graduate social group workers, two of whom are supervisors and twenty giving direct service to groups.

Work with any group for any purpose involves intelligent use of the social processes but the social group work method is a specialized one in which the diagnosed needs of the individuals give guidance to the worker who is helping the group to achieve purposes in line with the needs of its members, with a dividend to society.

Recreation and park departments will find that with organization for the assignment of social group workers to functions appropriate to their professional preparation, and with the use of social group work methods, the total service of these departments will be improved.

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[3] *The Group*, V. 16, no. 2 (December, 1953), p. 15.

State Inter-Agency Committees Confer in Virginia

"It is important for every state to have an inter-agency group to study unmet recreation needs."—*Joseph Prendergast.*

Robert R. Gamble

A CONFERENCE to exchange information and experiences of state inter-agency committees and to develop, if possible, some principles relating to them, was held at the invitation of the Virginia Inter-Agency Committee on Recreation early this summer at Luray, Virginia. In addition to Virginia, the states of Michigan, Missouri, New York, and North Carolina were represented by thirty-five delegates. All state inter-agency committees were invited to send delegates, and invitations were also extended to state recreation leaders in all parts of the country.

The Virginia conference was the third such conference. The first was called in 1953 by the Ohio Inter-Agency Committee, and in 1954 a similar meeting was held in Michigan under the sponsorship of the Michigan Inter-Agency Council for Recreation. Plans are under way for another conference in 1956, and Paul Landis of Ohio has been appointed chairman of the time and place committee.

Dr. Harold Jack, supervisor of health and physical education, safety and recreation of Virginia, Joseph Prendergast, executive director of the National Recreation Association, and George E. Dickie, executive secretary of the Federal Inter-Agency Committee on Recreation, were the program committee and arranged the informal agenda.

All states represented described their functions, projects, and their inter-agency committee relationships to member agencies. Mr. Dickie explained the formation and services of the Federal Inter-Agency Committee, which was established in 1946. (See RECREATION, June 1950, for section on Federal Recreation Services.)

During the conference Julian T. Smith of Michigan developed the following list of principles for inter-agency activities. The council or committee:

1. Channels and refers requests for services to appropriate agencies.
2. Develops team operations through a better understanding of functions and services of member agencies.
3. Helps provide state services over and above those communities should provide for themselves.
4. Takes a forward look at state-wide needs for recreation.
5. Activates, and recasts if necessary, state services to meet present and specific needs.
6. Serves in an advisory and consultative role to communities and does not provide technical services that local communities should buy for themselves.
7. Serves as a means for voluntary cooperation by desire and consent of member agencies.
8. Makes possible a large staff of specialists made up of personnel from member and cooperating agencies.
9. Brings to focus the recreation services of all local, state and federal agencies, public and private, as resources to communities.
10. "Sets the stage" for interested recreation groups to help themselves through in-service training.
11. Gives active support to member agencies in providing recreation services and in obtaining adequate budgets.
12. Is aware that: (a) to achieve maximum efficiency, the services of a full- or part-time executive secretary are essential; (b) each state should design its own cooperative pattern of operation in the light of needs, resources, and structure of state government; and (c) the pattern of operation should be flexible and experimental in character in the early stages of development.
13. Stimulates state-wide, regional, and local planning for total community needs in providing for adequate recreation opportunities for all the people.
14. Does not formulate policies of its own in relation to its member agencies, but rather provides a vehicle for cooperative action or common problems.
15. Makes the maximum and most economic use of programs of existing agencies having responsibility for recreation.
16. Needs the active leadership of representatives of member agencies to "spark" a sustained effort.
17. Maintains that member agencies should have the active participation of department heads and the continuous representation of staff members of these departments.
18. Realizes that it has as resources the Federal Inter-Agency Committee on Recreation, federal departments, and national organizations.
19. Holds as its ultimate purpose the stimulation of adequate state and local programs of recreation.

Mr. Prendergast pointed out that the National Recreation Association feels that it is important for every state to have some kind of inter-agency group meeting, studying unmet needs in the field of recreation and making plans for meeting these needs, either by expanding existing agencies or creating new agencies.

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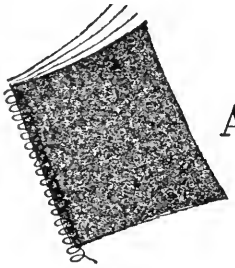


A REPORTER'S NOTEBOOK

A Playground on a Ranch in Peru

"The ranch at Chiclin, Peru, covers many square miles, and has a large playground and playfield, the size of an American football field, at its center. Six hundred children are among its three thousand inhabitants. Five miles of sugar cane and thousands of animals are included on the vast and central hacienda of Rafael Larco Herrera, now over eighty years old, who was proposed for the Nobel Peace Prize because of his inspiring books and wise leadership while vice-president of Peru during World War II. A man of great affairs and heavy responsibilities, nevertheless he did not forget to provide play areas.

"There stands, at one end, a giant statue of Christ with arms outstretched as if saying, 'Suffer little children to come unto me. . . .' They have come. The tots are playing around the feet of the statue. Christ looks down lovingly upon them. They are a congenial group—the little ones and the great figure. Teen-agers are kicking the soccer ball about within sight of the Great Spirit. Once they were tots. Always their play has been under His gaze. What a warm and friendly way to grow up!"—*From a letter written by Otto Mallery, chairman of the board of directors of the NRA, during a trip to South America.*

T. E. Rivers Impresses Norwegians

A clipping from the Oslo, Norway, newspaper, *Verdus Gang*, told of an interview with our own T. E. Rivers who is currently on an international tour (RECREATION, September 1955). Apparently the interviewer was quite astounded at the status of recreation as a profession in this country, for the opening statement of the article was: "Mr. Tom Rivers comes with startling information. One may obtain a doctor's degree at American universities in such fields as leisure activities. This problem is so great and so complicated in the U.S.A. that it is considered a social question of first order."

We Think So Too . . .

Under the title "Editorial Needs Reading," in the recreation section of the August 1955 Tennessee *Parks and Recreation Newsletter*, was this note: "Clear cut recognition of one of the professions most pressing problems, 'What responsibility does recreation have in a community program for delinquency prevention?' is the basis of an editorial by Sidney G. Lutzin in RECREATION, September 1955. Mr. Lutzin, assistant director of recreation, New York State Youth Commission, cuts through a lot of hazy thinking on the subject and presents it in such a manner that professional recreation personnel will enjoy reading and keeping a copy for the 'Juvenile Delinquency' file. This article does such a fine job of presenting the problem that welfare, social workers, and educators will find it interesting."

New State Legislation

In Kansas, a State Park and Resources Authority was created, similar in effect to the turnpike authorities in a number of states, since it is to be dependent for its income upon revenues from fees, tolls, and charges. The authority may not create any indebtedness payable out of taxes or assessments levied on property. It may not levy any property taxes or assessments, and it may not in any manner pledge the credit of the State of Kansas. The new authority has no effect on the operation of existing state parks in Kansas.

People Make News

CARL L. NORDLY, recipient of the annual AAHPER Gulick Award for 1955, for outstanding service, is the newly appointed director of physical education at the University of California at Berkeley. Dr. Nordly previously had been with the department of physical education and athletics at the University of Minnesota since 1935.

WILLIAM B. POND, who has been recreation supervisor for the Washington State Parks and Recreation Commission for the past six years, resigned recently to accept the position of superintendent of parks and recreation for the new Tualatin Hills Park and Recreation District in Oregon. ELMER H. ANDERSON, recreation specialist with the commission, has been appointed to replace Mr. Pond.

ROBERT L. LOEFFELBEIN has been appointed superintendent of the River Road Parks and Recreation District of Eugene, Oregon. In addition to his duties as superintendent, he is working for his master's degree in recreation.

MATAYS ABAS has been appointed as director of music in Waterloo, Iowa. Mr. Abas, who was born in Holland and sent by the Dutch Government to the Tanglewood Music School, has been at the university at Vancouver, B. C. An interesting and rather unique salary arrangement makes it possible for this Iowa town to employ a full-time music director: part of his salary will be paid by the Waterloo Symphony and part by the recreation department.

MRS. WILLIAM J. WILSON, recently retired from the Los Angeles City Recreation and Park Commission, was awarded a certificate of appreciation, "In recognition of a third of a century of community service in behalf of the City of Los Angeles as a member of its Art Commission and its Recreation and Park Commission."

BRET MCGINNIS, former superintendent of recreation in Neosho and in Poplar Bluffs, Missouri, is the new superintendent in Evansville, Indiana. Mr. McGinnis was honored with a special Bret McGinnis Day by mayoral proclamation in Neosho in 1953. (See RECREATION, February 1953, page 535.) He is a member of the NRA National Advisory Committee on Recreation Administration.

World Series Cuts Crime Rate

According to a note in the *New York Times* for October 4, 1955, crimes in Manhattan for one day dropped from the usual fifty to sixty new cases average down to twenty cases—a ten-year low for the city. Said Assistant District Attorney John A. McAvinue, Jr., "The only reason I can think of is that the world series has the ne'er-do-wells nailed to radios and television sets."

New York Program for Handicapped

A greatly enlarged therapeutic-recreation program, free of charge to any handicapped adult in New York's five boroughs, opened last month under sponsorship of the Federation of the Handicapped. The program, considered to be the largest in the United States, operates on a year-round basis, seven nights a week, in the federation's own four-story building in Manhattan.

More than one thousand disabled men and women will take part in more than twenty-six different activities, according to Milton Cohen, director of the federation, which is now celebrating its twentieth anniversary. The recreation program is a part of the organization's plan for total rehabilitation of the handicapped.

A staff of twenty-three, five of whom are handicapped, will lead this fall-winter program, under the direction of James M. Evans, Jr., director of recreation. The entertainment committee, composed of representatives of the participants, arranges for social events on weekends, including dances, concerts, lectures, and so on, in addition to the regularly scheduled activities.

Facts and Figures

Illinois—As a result of a $1,755.000 bond issue passed this year, Skokie, fast-growing suburb of Chicago, is developing sixteen new parks and playgrounds and improving ten existing areas. Plans include two outdoor swimming pools and a community recreation center in a new fifteen-acre park.

California—Competition among legislators for "local" state parks led the governor to veto a $16,000,000 appropriation bill for beaches and parks.

A Most Quotable Quote

"Last year some eighteen million boys and girls between the ages of ten and seventeen were not picked up by the police for any crime whatsoever."—*Martha M. Eliot, Chief of U. S. Children's Bureau.*

Ohio—State parks, which draw 10,000,000 visitors annually, are being developed by "honor crews" from the state prisons, composed of men almost eligible for parole. The men work in parks, state nurseries and forests providing labor not otherwise possible.

Massachusetts—Worcester, which has a population of 200,000 and almost 1,300 acres of parkland, solved its problem of lack of funds for development of 220 acres in the Lake Quinsagamond area by working out an arrangement with the state for mutual use of the area. The state has already appropriated $1,500,000 for development of the area for which it will pay Worcester rent of a dollar a year. Eventually the development may cost a total of $3,500,000. The region is divided into four areas: 30-acre Lake Park to be used for local and metropolitan needs; 15-acre Regatta Park and 25-acre Aqua Park for metropolitan and state-wide use; and 150-acre Great Brook Valley to be used by all three.

Sports Fans by the Millions

Americans attend sports events in a big way, with softball games—not hardball—leading and drawing 125,000,000 viewers each season, according to a new report of the Twentieth Century Fund. Basketball games draw 105,000,000 each year; high school, college and professional football games, 65,000,000; major and minor-league baseball games, 63,000,000; horse races, 50,000,000; auto speed races, 40,000,000; boxing matches, 25,000,000; roller-skating contests, 20,000,000.

Boston "Specials"

Two of the special programs sponsored by the Boston Parks and Recreation Department last year were: a boxing show presented at the State Prison at Charlestown (the first show of this type in the one hundred and fifty years the prison has been in existence) and the American Red Cross doll project (playground youngsters each made two dolls, one to keep and one for a hospitalized child).

Pen Pals Wanted

The International Friendship League of Boston offers introductions to pen pals in more than one hundred free dominions and territories to students from eight to twenty-eight years of age. For further information send a self-addressed envelope requesting a free supply of official application blanks to: International Friendship League, 40 Mount Vernon Street, Boston 8, Massachusetts.

Dates to Note This Month

NOVEMBER 6-12. American Education Week. General theme: Schools—Your Investment in America.

Daily topics are: *Sunday*—Your Investment in Character Building; *Monday*—Your Investment in Teachers; *Tuesday*—Your Investment in Classrooms; *Wednesday*—Your Investment in Fundamental Learning; *Thursday*—Your Investment in Better Living; *Friday*—Your Investment in a Strong Nation; *Saturday*—Your Investment is YOUR Responsibility.

NOVEMBER 11-13. National Conference of the Adult Education Association of the U.S.A. at St. Louis, Missouri. Theme of the conference will be how adult education programs can improve community living.

NOVEMBER 13-19. National Children's Book Week. This year's slogan: "Let's Read More."

Hats Off to a Good Neighbor

The *Recreation Round Up*, publication of the UAW-CIO Recreation Department, had this very interesting little item in the July-August 1955 issue:

"The children of Durand, Michigan, are fortunate indeed that Clara Shaw lives in their town. Why? Because Miss Shaw, three years ago, turned over a large piece of property she owned for use as a playground. She not only gave the property, but paid the expense of having it leveled, seeded to grass, and supplied with playground equipment. She planted some shade trees and often mowed the grass herself or paid to have it done until the city of Durand recently took over the task.

"Is Clara Shaw a millionairess? Gosh! No. She's an unselfish person doing her bit for her community. Miss Shaw, far from being a wealthy person, is a member of Local 599 of the Buick plant in Flint, where she works in the wire department. Clara Shaw is Durand's 'Good Neighbor of the Year.' Hats off to you, Clara!"

The Evolution of a Long-Range Recreation Plan

Golden Gate is background for the James D. Phelan Beach bathhouse.

Some of the steps which led to success, as adapted from a report prepared by Dr. Josephine Randall, superintendent of the San Francisco Recreation Commission 1926-1951, entitled "Twenty-Five Years of Supervised Recreation and a Five-Year Plan."

San Francisco ranks high among American cities which have expanded their recreation areas and facilities in the last few years. Visitors to "America's most cosmopolitan city" are impressed by the variety of new recreation buildings and the many improvements in its old and recently-acquired recreation areas. Such accomplishments do not just happen; they are the result of intelligent planning and intensive effort. An account of the steps that led to the success of San Francisco's long-range plan can be helpful to other cities.

The city and county of San Francisco, located on a hilly peninsula bounded on three sides by water, includes 44.82 square miles of land area. The topography is rugged with an altitude range from sea level to 934 feet. Population, which includes people from almost every section of the civilized world, was 775,357 in 1950. The city is congested, since it was laid out in twenty-five-foot lots, and later, in many sections, in thirty-three-foot lots. This factor, plus the scarcity of reasonably level terrain, makes the provision of adequate neighborhood and community recreation areas unusually difficult. Development of these areas also necessitates a much greater amount of grading and fencing than is required in most cities.

The recent expansion and improvement of the city's recreation resources represent the culmination of effort over a twenty-five-year period. The following are a number of important steps that led to this goal:

First: A detailed study of the recreation opportunities and facilities offered by its agencies was made in 1924-25 by the local Community Chest. A resulting recommendation was that a representative council on recreation be organized to conduct an educational campaign and make a city-wide study to develop a "plan-wise and harmonious movement toward a single social objective." The recreation council was organized in 1925 and has proved of great value.

Second: In 1928, a detailed city-wide survey was made of municipal recreation facilities and all playgrounds, recreation centers, parks, and schools were indicated for study on a large map of the city.

Third: A city-wide plan for immediate recreation development with cost estimates was prepared on the basis of the preceding survey. A $3,100,000 bond issue was proposed and, although it failed to receive a two-thirds majority vote, the plan proved useful in future budgetary considerations.

Fourth: In 1934, a theoretical, ideal plan of playground distribution for the city was prepared, based on the population of 700,000 people. Ten acres of playgrounds, parks, and schoolyards were allotted for every 1,000 persons, distributed according to several types of properties, including a forty-acre community athletic field with recreation building, a ten-acre neighborhood playground with large recreation building, and smaller neighborhood play areas. Available properties in 1934 were: 214 acres under the recreation department, 28 acres under the school department, and 3,206 acres under the park department, or a total of 3,448 acres. This was slightly less than half of the total area set as an ideal goal for the city.

Fifth: In 1940, a long-range, pay-as-you-go plan for the purchase, construction, and operation of recreation areas was adopted. Based upon the 1934 study, the plan called for an average expenditure of some $900,000 per year over a ten-year period; but, owing to inadequate financing it was impossible to put it into effect.

Sixth: In 1946, a comprehensive program, totaling fifty-five projects at an estimated cost of $12,664,000, was approved by the recreation commission. It called for:

1. The development of all play areas on land owned by the city and under the jurisdiction of the recreation commission.
2. The acquisition of land for playgrounds in unimproved areas.
3. The development of all newly acquired play areas, including recreation centers and swimming pools.

Chinese Recreation Center, located near heart of San Francisco's famed Chinatown, contains gymnasium, auditorium with stage, rooms for variety of activities.

4. The lighting of appropriate playgrounds for night use.
5. The enlargement of Camp Mather.
6. The acquisition and development of a mountain camp for children.
7. The acquisition and development of a day camp for children.
8. The development of the James D. Phelan Beach.
9. The construction of an activity building, centrally located, to house the several units of non-athletic recreation activities scattered about the city in rented buildings.
10. The construction of a shop, corporation yard, and storehouse to house the properties and equipment owned and used by the recreation department and housed in temporary shacks.

Complete plans and specifications were prepared as rapidly as possible for all areas under the commission's jurisdiction, in order that the work might start immediately upon the approval of a proposed bond issue.

Seventh: In January, 1947, the recreation commission presented a report to the San Francisco Post-War Committee in which it commented on the rapid expansion of the commission's services, the need for expanding indoor and outdoor facilities, and the inability to finance such an expansion from the funds secured annually by the commission through its special tax levy. In its report the commission emphasized:

1. Many districts of the city are, at present, without playgrounds and recreation centers.
2. The population of the city is rapidly increasing.
3. Available open spaces are rapidly disappearing.
4. The present process of playground development is too slow and the hazards too great for delay.

Eighth: In January 1947, the citizens' committee which developed "The Master Plan for Youth" recommended, "That the board of supervisors approve and present to the electorate at the earliest possible time a proposal for a bond issue in the sum of $12,000,000 to finance adequately the recreation program set forth above, which provides sufficient facilities for every section of San Francisco; the principal and interest on said bonds to be paid over a period of years from revenue received from a tax on cigarettes sufficient to amortize the obligation within a reasonable length of time."

Before the proposal for recreation bonds could be submitted to the voters it was necessary to obtain approval of the recreation commission, post-war committee, planning commission, mayor, "The Master Plan for Youth" Committee, board of supervisors, Progress Bonds Citizens' Campaign Committee.

After necessary approval was obtained, the recreation bond item became one of seven bond propositions submitted to the voters in November. The recreation bonds were included in all publicity submitted to the voters by the Progress Bonds Citizens' Campaign Committee, which was advocating approval of seven proposals designed to make San Francisco a better city. Publicity stressed such slogans as "Thousands of Children Have No Place to Play," "Juvenile Delinquency is Rife," "San Francisco Has Too Few Playgrounds," and "Parents and Welfare Leaders Demand More Municipal Recreation Facilities." Statements by influential individuals and organizations stressed the importance of approving the recreation bonds.

The benefits to result from the bond funds were indicated as follows:

- thirty-nine recreation centers with handcraft room, clubroom, kitchen and sanitary facilities
- nineteen gymnasiums
- ten indoor swimming pools
- twenty grounds equipped with night lighting
- seven grandstands on athletic fields
- eighteen new playfields
- thirteen existing playgrounds modernized
- construction of a city-wide drama center
- development of two safe ocean swimming beaches with adequate facilities
- development of a permanent children's day camp
- development of a children's mountain camp
- enlargement of the municipal camp at Mather
- development of a junior museum and handcraft center.

Emphasis was laid upon the fact that the bonds would not require support from property taxes. "The entire cost of the proposed progress bonds for a reborn city can be met without causing any increase in the property tax rate."

In preparing the campaign a General Campaign Committee for Recreation Bonds was appointed which enlisted volunteers to serve on the following subcommittees: speakers, clerical, house-to-house campaign, special activities, telephone and handbill and billboard. Teen-age youth supported the campaign by urging their neighbors to vote "Yes" for the recreation bonds.

Ninth: On November 4, 1947, the recreation bond issue was passed with 176,103 votes for it, as compared with 56,576 against it.

Important factors in the successful passage of the recreation bonds were the splendid campaign organization and the fact that recreation was one of the seven propositions to be voted upon and all were important to the welfare of the city. All seven propositions were of general interest, and special backers of each proposition cooperated, one with the other, for the welfare of the city.

The recreation planners supposed the real job was determining needs, locating sites, estimating costs, and securing approval of the bond issue. It was found, however, that this was only the beginning and probably the easiest of accomplishment. The difficult job was to get the money released for the use for which it was voted.

Before the bonds could be sold and the money made available, it was necessary to obtain the approval of the State legislature. The bond money was made available in March 1948, but before it could be spent and a work program

The Josephine D. Randall Junior Museum provides a center for diversified arts, crafts, and nature program.

started, it was necessary to again obtain the approval of the recreation commission, the mayor, the board of supervisors, the controller, and the planning commission for each individual project. After an appropriation was made available, and before each individual contract could be consummated, it was again necessary to obtain the approval of the recreation commission and the art commission. Because of resulting delays, 1948 was well under way before actual work could start.

Another problem was the fact that all publicity for recreation bonds was presented on the basis of individual projects. The plan proposed by the planners would enable practically every district of the city to benefit by the passage of the bonds. However, the resolution of the board of supervisors provided merely for playgrounds and recreation centers within and without the city and county. It approved recreation bonds and not individual projects. This action had both its good and bad points. It was wise, considering the increase of costs before each construction could start. On the other hand, it was necessary to guard each project in order to keep faith with the people interested in—and promised—individual projects, even though legally the money could be diverted to some other recreation purpose.

The basic program, as originally planned, was adhered to, although with the rapid rise in construction costs, which had been estimated on the basis of 1946 prices, it was impossible to carry out the entire program. Fortunately, the planning of many of the projects was started through the aid of state matching funds for plan preparations, and the money saved in this way by state aid helped offset a part of the rise in construction costs.

Immediately following the first bond sale, bids were called and construction work started on all units for which plans and specifications were already prepared; contracts for plans and specifications were made on units where the land was already purchased, and condemnation proceedings were started on units not yet purchased, as soon as official approval was granted.

In addition to the playgrounds and playfields designed to serve neighborhood and community needs, a number of the units provide city-wide service. At the Sigmund Stern Grove, for example, bond funds were used to purchase an area adjoining the grove and to provide a bowling green clubhouse, additional convenience stations in the bowl, and adequate dressing rooms to serve the out-of-door stage. The grove—a canyon in the heart of the congested city—already provided a well-equipped picnic area, clubhouse with a large room for dances and special parties, and an amphitheatre seating more than ten thousand people.

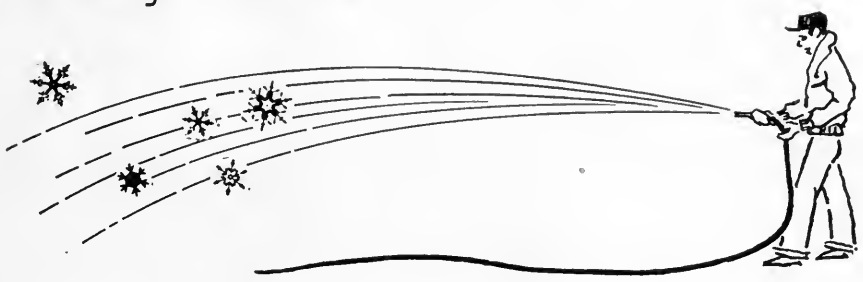
The Josephine D. Randall Junior Museum, one of the major structures provided through bond funds, is located near the geographic center of San Francisco on a height rising to an elevation of five hundred feet. The museum is accessible by streetcar and coach from practically every section of the city. Trails lead from the junior museum building, and the rocky strata of the hills, the wild flowers, and the plans for special specimen planting all contribute to the effectiveness of the area. The modern, attractive building affords a center for a wide variety of junior activities. It is the meeting place for the Science Club, Rockminors Club, the Clay Modelers, Indian Arts Club, False Face Society, and the Pterodactyls, among others. A model room, wood shop, metal shop, paint room, and design room are among the facilities that help in providing a diversified program.

Camping facilities, made possible through bond funds, include the acquisition and development of the Silver Tree Day Camp. The canyon site gives the area the atmosphere of a mountain camp even though it is right in the heart of the congested city. Acquisition of a municipal mountain camp for children and rehabilitation and expansion of Camp Mather, a family camp approximately 180 miles from San Francisco, are among the developments made possible by bond funds.

Other new facilities are a well-equipped bathhouse with clubroom and kitchen at James D. Phelan Beach, one of the few waterfront properties in San Francisco safe for swimming; a centrally-located fireproof building to house several thousand costumes assembled by the recreation department, and to provide a new photography center. The availability of bond funds for the purchase of land and to construct a playground, athletic field, and recreation building with swimming pool enabled the recreation commission to join with other city departments in the cooperative development of the Sunset Community Center on a tract of approximately twenty-four acres.

Approval by the voters was given in 1949 to a charter amendment calling for consolidation of the recreation and park departments into a single department known as the Recreation and Park Department. Many individuals and groups had an important part in the successful fulfillment of the San Francisco long-range plan. Although the goals set out have not been entirely reached, it is the firm policy of the recreation and park commission to carry out the original program as closely as conditions will allow.

On Preparing Play Areas for Skating



Harold R. Gelein

WE HAVE rivers and lakes in Eau Claire, but our citizens have recognized the greater safety in flooding play areas and vacant lots for ice skating. There are a number of important considerations to keep in mind when building such a facility:

Choosing a Location. (1) Find a location where the least amount of grading will be necessary. (2) The rink should be located at a point most accessible to the greatest number of people. (3) The location should be shielded as much as possible from northerly winds. (4) The best surface is clay, and it is extremely difficult, if not impossible, to freeze a sand surface. Where the soil is sandy the turf will not hold water, so the bottom surface should be covered with about four inches of clay. (5) There should be an immediate contact with a running water supply, preferably a hydrant on the same side of the street. (6) If possible there should be a supply of electric current. (7) The best method to make good, smooth ice is to spray it, working from the farthest point back to the hydrant.

Banking the Rink. There must be a bank with enough height to hold the water. The easiest way is to start building the bank before freezing weather. The more time and patience taken with the packing and tamping of the banking the less water will leak out when spraying starts. If a heavy snowstorm should come before flooding has started it will be necessary to get rid of the snow by the use of a plow or grader.

The Spraying and Freezing Process. After the bank has been made, the rink is ready for all sprinkling and freezing. This process is an important one and patience is the secret of success. When ready for the first coat, the water must be put on in cold weather, though it is not desirable to spray when it is below five degrees because the ice will have a brittle surface. Very little water is applied to freeze the ground. The coats following the first one should be mere sprays building up the surface by film-like layers until the ice is from three-and-a-half to four-inches thick. This method should be used on hockey and figure-skating rinks.

It is understood, of course, that the bank must be frozen thoroughly before the surface is considered. This may be accomplished by means of a garden hose with a nozzle spray, sprinkling the bank repeatedly until the possibility of leakage is eliminated. The surface of the rink should be frozen in the same manner as the bank; that is, by starting the sprinkling at the far end and working toward the hydrant or water supply from other sources. This should be repeated until the ice is about four inches thick. If the water then shows any sign of leaking through the bank, it may be added more rapidly.

A satisfactory method is to use a two-inch hose, applying the water at the far end of the rink and drawing the hose toward the base of supply as the water approaches. A good hose to use is the mill hose, rubber inside and out, with regular hose couplings.

A large rink will call for a special line of pipe to be laid along the edge below the freezing line, with two or three flooding vales coming to the surface in boxes about four feet square, the shut-off cock being in the ground. This should be well protected from freezing by manure.

Caring for the Ice. It is necessary to scrape the ice, and the best time to do this is at night when the skating ceases for the day. Snow should be removed as soon as possible after a snowfall. The plow, first, and then the brush is the method that is used by many recreation departments. When this equipment isn't available, use as a scraper a piece of sheet-iron about four feet long and three feet wide made like a dustpan on runners, the edge being about eighteen inches high at the back. Many other home-made and hand-operated devices have been improvised for small skating areas. A little hot water will mend cracks and holes in the ice.

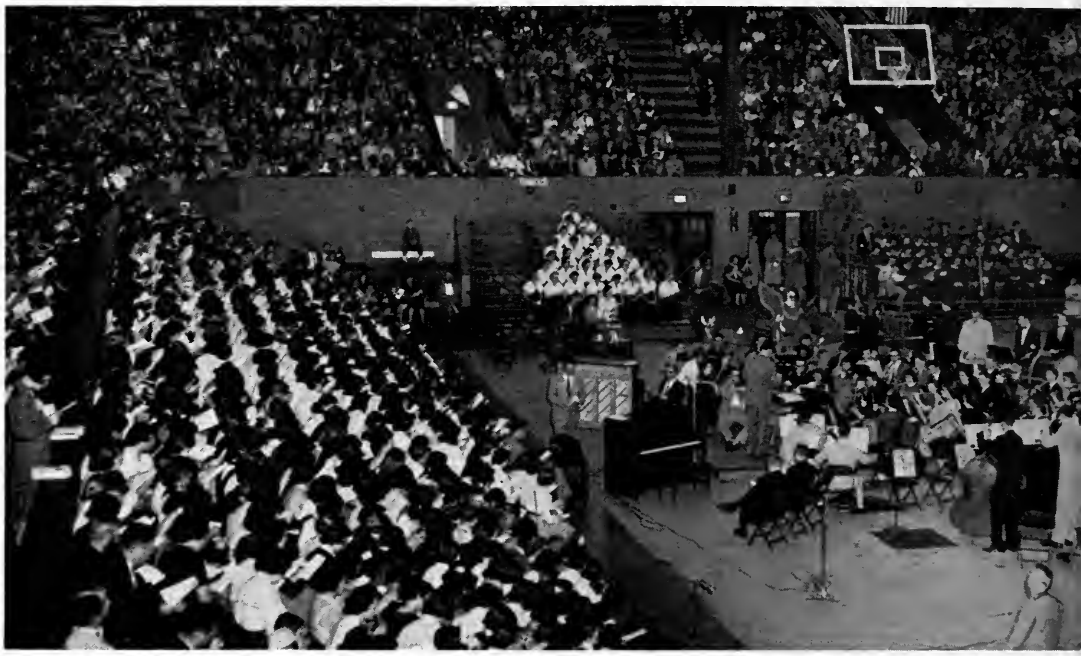
The Shelter House. Where the weather is very cold it will be necessary to have a warming house. The cement block type of shelter house that includes a heating unit is ideal. Toilets and fountains are also important essentials. A shelter house should be large enough to accommodate the attendance but not so large as to encourage loafing.

Lighting. Floodlights using 500-watt bulbs for the smaller rinks and 1,000-watt for the larger areas would be adequate lighting. Good lighting effects have been secured for hockey rinks by the use of a cable strung across the rink with a string of incandescent lights fastened to it.

Safety. All attendants at shelter houses of skating rinks should have a good supply of first aid materials always on hand. Maintenance workers should constantly be alert for dangerous places in both the building and the rink. Large cracks in the ice should be taken care of as soon as possible to avoid accidents.

MR. GELEIN *is director of recreation, Eau Claire, Wisconsin.*

A Cherished Event



Kathleen Meehan

YOUR COMMUNITY CHRISTMAS PROGRAM CAN INCLUDE ALL FAIT

CHRISTMAS BELLS will begin ringing Sunday afternoon, December 11, in Muncie, Indiana, when the traditional community Christmas sing will be held for the twenty-first consecutive year. More than 7,500 Muncie residents and their relatives and friends from neighboring communities annually pack the city's Field House to participate in this cherished event, the theme of which is "Oh Come, All Ye Faithful!"

Each year, by the time the sing begins, the "Standing Room Only" sign could be hung up, because there are always some latecomers who stand during the hour-long program. But there's never a Scrooge in the crowd! If Dickens' famous character attended, even he might have a different slant on the Yuletide.

Although the affair lasts only one thrilling hour, many hours of careful planning precede the event that rates first place among Muncie's community gatherings. While fall leaves are being raked from lawns and sidewalks and gay Halloween parties headline the social calendar in this Hoosier community, plans are started for the sing.

Behind the planning is the general chairman, R. D. Shaffer, superintendent of the city schools. Always interested in any event that makes a better community for the young people, Mr. Shaffer annually calls an early meeting of representatives of the city's musical, civic, religious, public relations, and education groups.

MISS MEEHAN *is the teacher of journalism at the Central High School, Muncie.*

Around a table in his office, previous sings are reviewed and evaluated. Just about every year someone has a suggestion for making a change in the program; but public opinion vetoes any major changes. Munsonians and their friends who attend like the sing just the way it is, and since it will come of age this year, it seemingly has a mind of its own.

Following the general meeting, the program co-chairmen swing into action. Two of the best music masters in the state, Glenn A. Stepleton, head of the music department at Central High School and supervisor of instrumental music in Muncie city schools, and Dr. Robert Hargreaves, head of the local Ball State College music department, engineer the program with the same enthusiasm shown by Santa Claus as he directs his reindeer on their annual trek.

Long before Thanksgiving, people are beginning to talk about the sing, and folks in this locale just don't plan affairs that interfere with this event.

Variety is the keynote in the prelude. Last year the Central High School brass choir played two seventeenth century chorales. In 1953, the Ball State College brass ensemble played "O Come, All Ye Faithful," and the audience and holiday-clad strollers joined in the singing.

Indicative of the whole-hearted community endeavor that makes the sing such a success is the fact that last year the invocation was given by the Rev. Donald Snow, pastor of the Nazarene South Side Church and president of the Delaware County Ministerial Association, while the benediction was given by the Rev. Joseph Grace, assistant pastor of St.

- at CHRISTMAS

Over 7,500 persons pack Field House in Muncie as whole families come to the community Christmas sing.

LL AGES, AND BECOME A LOCAL TRADITION—AS IN MUNCIE, INDIANA.

Lawrence Catholic Church.

After the invocation, usually, are two numbers by the all-city elementary choir, composed of approximately four hundred and fifty robed cherubs from the fifteen elementary schools. Although clapping is frowned upon at the sing, where every minute of the hour is checked and double-checked, some folks just can't refrain from applauding when the elementary youngsters sing such numbers as "Sleep, Little Jesus," "Lullaby on Christmas Eve," or "Away in a Manger." Each year this group sings two numbers that are different from those of the preceding year.

Then comes the first number in which everybody in the audience gets top-billing. Although the order of the carols sung by the audience varies slightly from year to year, the list always includes the old favorites. Last year the first all-audience numbers, accompanied by the senior high school, college, and community orchestra, were "O Little Town of Bethlehem" and "The First Noel." Then the Christmas spirit, that has hovered over the field house from early morning when the energetic Junior Chamber of Commerce members come to decorate, seems to permeate every inch of the gymnasium. And that goalyard, by the way, home of Central High School's four-time state basketball championship Bearcats, isn't easy to decorate for a Christmas sing. Undaunted, however, the Jaycees plan their festive decorations weeks ahead and annually transform the gymnasium into a beautiful Christmas-card scene.

After the first group of audience-sung carols comes a number by the Nightingale Chorus of nurses from Ball Memorial Hospital. Many eyes become tear-dimmed as these lovely young nurses in their crisp uniforms sing a number such as "Silver Bells" or "Winter Wonderland." Managing to squeeze in rehearsals after hours of service, they add a certain something to the sing and are always a favorite subject of amateur photographers.

The beautiful melody of "We Three Kings of Orient Are," sung by the audience and choirs accompanied by the orchestra, follows. The all-city junior high school girls' choir last year then sang "When the Star Shines" and "Love Came Down at Christmas." Wearing white blouses and dark skirts, these girls make an attractive picture. The large crowd takes up the program songsheets distributed by the Girl Scouts and all the voices ring out with "I Heard the Bells on Christmas Day."

The robed Burris Senior High School choir sings "O Holy Night" and "Ring Christmas Bells." The audience again takes the spotlight to sing "While Shepherds Watched Their Flocks," accompanied by the orchestra.

Fred Waring's popular arrangement of " 'Twas the Night Before Christmas" is sung by the Central High School robed choir of approximately one hundred voices. Just at the moment Mr. Claus enters the song, this old gentleman appears in person—much to the delight of the small fry, who wave to him and even blow kisses his way. Then it's time for some more group singing. This time "It Came Upon the Midnight Clear."

The Sweet Adelines are heard next. They are a group of talented Muncie women who love to sing, and each year

they add a festive touch to the program. Singing "Let's Light the Christmas Tree" one year, they were arranged on the bleachers in the form of a Christmas tree. During the song multi-colored lights flashed on through the clever use of flashlights. Another year they chose "Frosty, the Snow Man." A large replica of Frosty, impersonated by Mrs. Joe Harris, came to life as the group sang. Her triplet sons had fun throwing snowballs as she whirled and swayed down the floor. This number was so popular it was repeated the next year. Last year in a more dignified but equally delightful number, "This is What Christmas Means to Me," the Sweet Adelines scored another triumph. Organized in 1950, the Sweet Adelines meet two nights each month. Various age-groups are represented among the thirty-five members some of whom are career women and others housewives.

The audience follows with one of the world's favorites, "Silent Night," the Ball State College concert choir and orchestra presents Mendelssohn's "Festival Song of Praise," and the audience picks up on "Deck the Halls" and "White Christmas."

The following number will be by the Muncie chapter of the Society for the Preservation and Encouragement of Barber Shop Quartet Singing of America. Their choices have included "Jingle Bells," "Rise Up Early," and "Winter Wonderland." The warm rich tones of this enthusiastic group fill the big Field House, and some lovers of barber shop harmony in the audience would like to hear an encore from this group. But no encores! That's one of the rules. "Hark the Herald Angels Sing" and "Joy to the World" by the audience complete the evening.

This type of program has been used as a basis for community Christmas sings in many other localities to which former Muncie residents have moved.

Any groups planning to have such a sing will succeed just as Muncie has done if there is careful planning and wholehearted community cooperation. For example, the arrangements committee, composed of a group of principals, has an important role to play. Each small detail must be outlined and checked. Decorations must be planned, obtained, and placed. Bleachers must be reserved for the choir groups. Chairs must be arranged on the main floor for the orchestra. Organs and pianos must be in readiness. Loudspeakers must be in working order.

In Muncie, the newspapers and radio and TV stations give help that mere dollars could never buy. There are stories on the sing in both local papers just about every day during the week preceding the event. On the Saturday evening before the sing there is a page one story in the *Muncie Evening Press*, and a front page story in the *Muncie Morning Star* the day of the sing and also the following day.

The advertising manager of Muncie Newspapers, Inc., Wayne Botkin, one of the most enthusiastic boosters of the program, supplies the attractive cuts for the programs that are printed in the Central High School print shop. In the Saturday evening paper there is always a two-page spread with the theme "Oh Come, All Ye Faithful" and the complete program, with the names of a large number of Muncie merchants who cheerfully pay for the advertisement.

The local radio station broadcasts the program as it is given, bringing joy to the shut-ins, many of whom sing the familiar carols as heartily as if they were present. Radio stations WLBC and WMUN always broadcast the sing at 11:00 P.M. on Christmas Eve, and last year exquisite pictures combined with the sound afforded WLBC-TV viewers an hour's special treat.

Mr. Shaffer commented: "The schools are glad to serve as the sponsoring agency of this event. It is a strong unifying influence in our community and ushers in our observance of Christmas in a delightful and appropriate way. We are happy that such use is made of our Field House facilities, so that more than 7,500 people can celebrate Christmas in a way acceptable to people of all faiths and all ages. It is indeed a pleasure to see whole families, including three generation groups, attend and participate."

Have You Thought Of —

A Carol Caravan, a truck or jeep all festive with decorations, carrying a group of carolers to every neighborhood?

Carol Cars, trimmed with lighted Christmas trees, wired for sound recordings of carols or carrying carolers?

Decorated Buses, transporting carolers to every carol sing?

A Carol Ship or Boat—if you've got the water? Schedule it for specific hours at specific places. Let motorists blink their lights for applause. Decorate the ship with a big, lighted tree and broadcast Christmas music and carols.

"A Candle-in-the-Window—A Carol-at-the-Door" Program? Small groups of carolers scheduled for definite streets or blocks, stopping at every home with a candle in the window. (The carolers will be invited in, of course.)

Having Santa Claus and his assistants at the community Christmas sing to shake hands with the visitors on special nights?

Spotlighting every church, and having carol groups sing on the steps? Costume them for a lovely effect!

A Request Program? Families call in to the local radio station and ask for a favorite carol. First come, first served. —From *Christmas*, A Special Defense Publication of the National Recreation Association.

For Further Christmas Ideas in RECREATION

Originality in Christmas Decorations.....October 1954
The Night Before A Fire-Safe Christmas.....December 1954
Special Christmas Projects: Soapsud Snow;
A Cotton Tree.....December 1954
Holiday Hangers.....December 1954
A Christmas Angel (How To Do It).....December 1954
Christmas Cards from Scrap Materials.....December 1954
Special Christmas Projects: Parcels for the Aging;
The Shoe and Stocking Project.....November 1953
Christmas Gifts From Cotton Bags.....November 1953
McCook's Original Santa Claus Lane.....December 1953
Community and Post Become Christmastown U.S.A.....December 1953
Holiday Games and Contests.....December 1953
Community Spirit at Christmas.....December 1953
Our Santa Claus Answers His Mail.....December 1953
Pet Ideas for Christmas.....December 1953
Is There a Santa Claus? (A Pageant).....December 1953
Christmas Mobiles (Recipes for Fun).....December 1953

The Night Train

A good teen-age activity grows out of a song. Add this to your ideas for special events for this age-group.

V. C. Smoral

A JUMPING, jiving trainload of fun, the "WDVA Night Train" made a round-trip between Danville and Lynchburg, Virginia, on April 1, and pioneered a new form of recreation. Aboard the eleven-car train were five hundred merrymakers, two full orchestras, the combined staffs of radio station WDVA and the Danville Recreation Department, officials of the Southern Railway Company, and city dignitaries of Danville. Following a lively dance in the Southern Railway depot in Danville, the crack train pulled out for a second dance in the Lynchburg depot, sixty miles away. The crowd returned home after midnight, tired but happy. What an evening!

And it all came about because of a phonograph record. Earl Stognar, WDVA disc jockey, selected Buddy Morrow's recording of "Night Train" as the title theme for his evening musical program. Complete with train sound effects to establish the mood of the program, the "Night Train" snowballed into an immediate smash hit. A special operator was employed merely to answer the telephone requests and handle the mail. Teen-agers, especially, were wild about the program.

"Let's add a special car to some train on a regular run, and take our fans for a real train ride," suggested a staff member. Plans were made . . . and they, too, snowballed.

The originally proposed short trip was extended to Lynchburg, and entertainment was expanded to include a dance at both ends of the line.

The Danville Recreation Department was called in on the planning. They gladly consented to aid in the ever-growing project and carried a large share of the work. Officials of the Southern Railway Company were approached and became enthusiastic boosters of the WDVA Night Train. Since this excursion would serve as an introduction to travel by rail to many who would attend, they reserved the most luxurious cars of their entire line for the trip.

In Lynchburg, the city officials and the recreation department joined forces with those in Danville. The Lynchburg Recreation Department took care of all arrangements, planning, and supervision of the activities at their end of the line in cooperation with the Southern Railway agent in that

V. C. SMORAL *is superintendent of recreation in Danville.*

Lynchburg's mayor and city manager received railroad caps presented by Danville's city manager in depot.

"Whooping it up" in the baggage car, with Bob Cleveland's band playing sweet and hot as train rolled on.

In Lynchburg the travelers were greeted by a crowd of over 3,000. Visiting dignitaries were everywhere.

Free refreshments were served by the car supervisor en route. Railway officials cooperated to the utmost.

city. Radio and television stations throughout Virginia helped publicize the planned jaunt, and the newspapers of Danville and Lynchburg published many a fine article concerning it. Bob Cleveland's orchestra and Joe Hatchett and his Big Axe Combo agreed to provide the music. Refreshments were donated by Danville bottling companies and dairies.

By 7:00 P.M. a tremendous crowd had gathered in the Danville depot and dancing was under way despite the fact that floor space was at a premium. At 8:00 P.M. the WDVA Night Train was boarded, and fifteen minutes later was roaring towards its destination with banners streaming in the pleasant spring evening.

Ten of the railroad cars were equipped by WDVA engineers with loudspeakers. Through these, continuous music flowed from microphones in the baggage car, which served as a bandstand for both orchestras, as well as storage space for the soft drinks and ice cream. After tickets had been punched by "conductor" Earl Stognar, "visiting" from car to car was permitted.

Once under way, free refreshments were served. Railroad caps were distributed by WDVA and the Danville Recreation Department. Incidently, tickets for this excursion were just $3.00 each, for everything . . . which was less than the actual train fare from Danville to Lynchburg.

When the train pulled into Lynchburg, the crowd on hand to greet the visitors was a breathtaking three thousand! Festivities in the host "Hill City" had been under way for some time, with local Lynchburg musicians playing it sweet and hot. Danville's representatives disembarked and joined the fun.

While flash cameras flared and television cameras ground, Danville's city manager, Ed Temple, stepped forth to exchange greetings with Lynchburg's city manager, Robert D. Morrison. Visiting dignitaries and representatives of the Danville and Lynchburg recreation departments and Southern Railway Company were sped to WLVA-TV, with a police escort, to appear on television. In the depot Bob Cleveland's orchestra vied with Joe Hatchett and his Big Axe Combo. The dancers and spectators were sent, man, sent!

"It's the biggest thing I've seen since the celebration on V-J Day," said a veteran.

At 11:30, with many a fond farewell, the WDVA Night Train began the homeward journey. Songsheets with old favorites as well as the latest hits had been printed and were distributed by the Danville Recreation Department. The bands in the baggage car struck up the music and all joined in a session of group singing.

A good time was had by all! That was the universal opinion as the sleepy passengers were unloaded at 12:30 in the Danville depot. In spite of the tremendous crowds that had been involved in Danville, on the train, and in Lynchburg there had not been a single unpleasant incident.

The goals set at the planning stage of this excursion had been reached and surpassed. The evening had provided a form of unique, inexpensive entertainment for countless teenagers, yet one from which the numerous ten-year-olds and oldsters who attended received equal pleasure. The two Virginia cities involved, always friendly rivals, had been drawn even closer together because of this mutual effort.

The results? It's too soon to tell! Lynchburg is now discussing the possibilities of returning the visit with their own night train. A radio station in Roanoke, Virginia has already announced its plans to run one in the near future.

It was a *good* plan that snowballed into a *wonderful* plan. . . . And all because of a phonograph record.

ICE-RINK BRIEFS

Dual Purpose Sprays

John Walsh, director of recreation and parks in Riverside, Illinois, experimented with a sprinkler system for his ice skating rink and has a great deal of confidence in his discovery. Up to that time he had found the making of ice a costly item, as it had taken manpower and long hours of work in zero weather to form ice on the community rink in Central Park athletic field. He bought a couple of rotating sprinklers, adjusted the spray several times to get a mist, and then let the sprinkler work on the water pressure from a city water line. The result was so effective that he later bought four more and, by adjusting each spray to cover a circumference of approximately fifty feet, a large area could be coated at no manpower cost. After a small tractor blade was run over the ice to knock off any small bumps, the rink was ready for skating.

One experiment led to another. It occurred to him that by constructing an underground water piping maze with outlets fifty feet apart, the same sprays could be used in the summer for sprinklers to keep the athletic field green and attractive. This double purpose arrangement is quite a unique method. It is an idea for other communities interested in reducing labor costs.

Rockefeller Center Surface

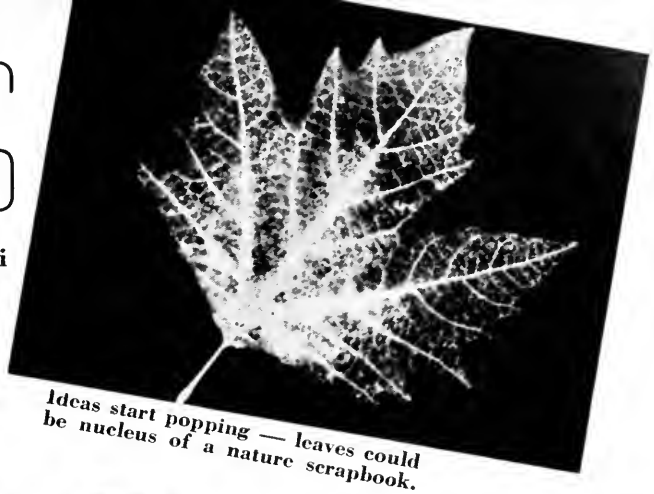
The Rockefeller Center authorities in New York City made history when, in 1939, they constructed the first permanent artificial outdoor skating rink in America by installing a Carpenter Monolithic Floating Floor and Piping System in their sunken plaza. Here, three years earlier, this system had been adapted as a portable rink to provide ice skating only—which included removing the entire piping system at the close of the ice season in the spring and re-laying it each fall, a considerable expense.

Technically, this floor has an interesting construction. Thoroughly bonded to as well as imbedded in concrete, the floor pipes were laid right on the pavement. The floor, 62- by 125-feet in area, has one hundred and fifty tons of refrigeration available, and, in the sixteen years of constant service, has shown no signs of deterioriation in either the floor or the piping system, which provides freedom for expansion and contraction in all directions without floor fracture.

PHOTOGRAMS

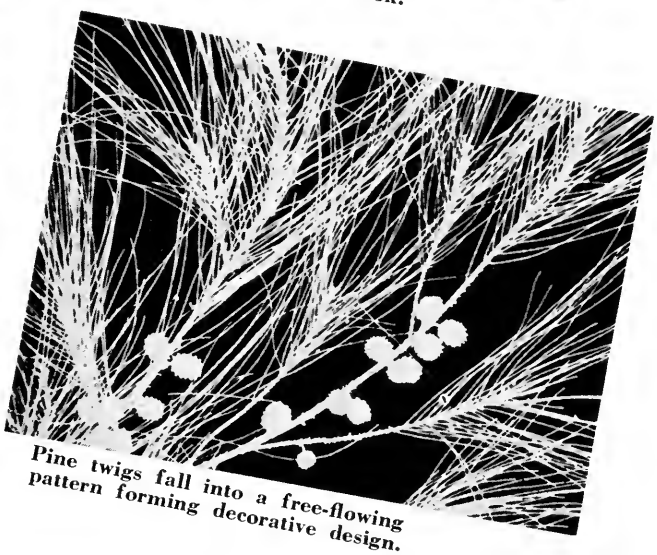
Michael Kosinski

Delicate and complicated designs can be achieved by the advanced amateur; simple ones can be used to develop creative talents of children. Let groups of different ages try their skill.



Ideas start popping — leaves could be nucleus of a nature scrapbook.

A pencil sketch for the world and the moon, a paper cutout for the rocket, absorbent cotton for exhaust, sugar stars—we're ready for flight into outer space.



Pine twigs fall into a free-flowing pattern forming decorative design.

Anyone can produce a photogram.

They are pictures made without a camera by direct exposure of opaque and transparent objects upon photographic paper. No previous photographic experience is necessary—only a minimum of materials and a resourceful imagination. If you experiment with such objects as twine, pieces of paper, or kitchen utensils, you'll soon discover your photograms will mold into any composition, texture, or design that occurs to your fancy.

Your production of photograms does not require any complicated equipment or costly materials. For less than two dollars your local photo dealer will supply you with easy-mix chemicals, instructions and photographic paper with which you can make twenty-five eight-by-ten photograms.

You can obtain an easy type of photogram simply by placing objects—keys, feathers, costume jewelry, even your own hand—directly upon the photographic paper and turning on the room light for a few seconds. The opaque objects, not permitting light to pass, leave that area on the paper white, while the uncovered portions of the paper turn black on exposure to light.

In an illuminated room you can compose more complicated designs upon a sheet of clean glass which is later placed upon the photographic paper in the darkroom and exposed to light the usual way.

The creation of photograms is an ideal occupation for the beginner, as it is for the advanced amateur. It offers an excellent opportunity to develop the creative talents of children. Once youngsters are shown how to obtain a picture, almost by magic, the innumerable ideas popping into their minds will keep them busy and excited with their creations.

It does not take much time to imagine appropriate objects for a photogram. Shortly, almost anything in the house will be marked for a potential photogram, and you soon become an expert in the selection of forms and the appreciation of the results.

The opportunities, you'll find, are unlimited.

It is fun to try paper strip designs. They take patience but are effective.

MR. KOSINSKI *attended Mexico City College, majoring in applied arts, during that time won grand prize in photo contest over twenty-one of participating Pan-American countries.*

Suggestions for your Christmas Planning

"Yes, I've been good for a whole bunch of days."

"Have you been a good girl?"

Pick up new ideas from these programs in other communities.

A Town "Gives" at Christmas

In November 1954, the Eastchester Recreation Commission in Tuckahoe, New York, announced through local newspapers a giant project—"A Community Gives at Christmas Time." All organizations, civic, social, religious, fraternal, and otherwise, were notified of this project.

Here is how the project worked: The recreation commission made its twenty complete Santa Claus wardrobes available to organizations in the community. *Here the gimmick unfolds:* If each organization, instead of giving a Christmas gift to each child at their Christmas party, would have each child bring a gift for Santa Claus, then the recreation commission would send a real live Santa Claus to their party. Instead of receiving, the child was giving to another child in less fortunate circumstances.

The Scouts, for instance, picked up the proposal and, for months, met at their headquarters to repair old toys. They canvassed the community, and the toys collected were brought to Santa's headquarters and to all firehouses. Santa went about the town on a fire engine. Craft classes in the schools and recreation department were kept as busy as Santa Claus in his workshop. In fact there was such an abundance of toys to be repaired the classes will be busy all year.

Previous to the start of the project, the superintendent of recreation, to catch the children's interest, wrote a serialized story, "My Hobby Horse," for the local newspaper. It was about a mild little pony that turned into a wild stallion and led a pack of hobby horses into rebellion—because of the rough treatment he received from his little master. It was a story of being kind to toys.

The project reached its climax in a small kindergarten of one of the elementary schools, where it was customary for each child to bring a Christmas gift for a grab-bag. This year, a little child stood up and said, "Why don't we give these gifts to Santa instead?" This started a school parade to Santa's headquarters.

The whole project might be summed up best as follows: When gifts were delivered to the many orphanages about Westchester County and New York City, the town trucks from the Eastchester highway department were heaped with toys by the Boy Scouts who were Santa's helpers. At one orphanage the director asked one of the recreation helpers, "To whom are we indebted for these hundreds of gifts?" The recreation director knowing it was a town project hesitated a moment, then replied, "Guess you will have to thank God, the giver of all things."—VINCENT D. BELLEW, *Director, Eastchester Recreation Commission, Tuckahoe, N. Y.*

Christmas Around-the-World

The Department of Parks and Recreation, Roanoke, Virginia, began planning for the community Christmas program in early fall, with the idea of including an activity and event

for every group in the city. Instead of having a pageant based on the Nativity story, since approximately every church in the city has a pageant of this type, a series of programs based on Christmas around-the-world was planned. Research was done on the customs, costumes, and songs of Christmas time in other nations. By early October, plans were made with the churches, schools, and civic choirs to sing the Christmas folksongs of various countries. A different country's tradition was presented each night in the series.

The list of Christmas programs and events sponsored and conducted by the department were as follows:

On December 8, a Christmas party for shut-ins consisted of a talent show, Christmas carols, and Santa Claus presenting every guest with a gift. Outside agencies including the Junior League, Civitan Club, Brambleton Road Junior Women's Club, and funeral homes, contributed the refreshments, gifts, and transportation.

On Monday, December 13, through the courtesy of the local bus company, approximately forty children from the community centers (ten- to twelve-year-olds) rode through the downtown streets of Roanoke singing Christmas carols for the evening shoppers.

In the late afternoon of December 15, the mayor and the president of the ministerial association presided at "The Christmas Tree-Lighting Ceremony" on the municipal lawn. A high school band played and a junior high school choir sang. The program was broadcast over a local radio station.

Beginning the very next day, December 16, the "Christmas Around-the-World" program began. It was held on December 16, 17, 20, 21, 22, and 23, from 7:30 to 8:00 P.M. Its setting was the patio and porch of Roanoke's beautiful, new public library in Elmwood Park. The engineering department and park division had helped the recreation division decorate. On the roof of the porch was centered a white star with four silvered trees on either side. A very unusual and beautiful effect was achieved by turning different colored spotlights on each silvered tree. The center of the porch was lighted with huge outdoor candles flanked on each end with green trees decorated with colored lights. The stage, placed in the patio, was decorated with evergreens, and a large gold picture frame, surrounded by blue lights, was placed in its center. Except during the actual program each night, a beautiful picture of the Star of the East, painted by an employee of the engineering department, hung in the picture frame. During the program, living pictures replaced it, portraying the folk customs of other countries, while a choir sang their Christmas songs. The choir was arranged behind the candles on the porch, and a rented organ was placed just inside the glass doors leading to the porch. A public address system with speakers placed on the roof carried the organ music into downtown Roanoke.

The countries covered were France, Spain and Mexico, the Scandinavian countries, Austria, England, Germany, and the United States.—JUANITA J. HUDSON, *Superintendent of Playgrounds and Community Centers, Roanoke, Virginia.*

Four Standard Activities

Santa Claus' Arrival. Our Christmas program in Louisville, Kentucky, begins with the official arrival of Santa Claus via an Eastern Air Lines Constellation. We have handled this in many different ways in the past eight years; however, it generally follows the same pattern: Mrs. Santa Claus arrives first in a small plane, followed by Santa in a Constellation. With them, on different years, have come their daughter Susan Doll, Santa's elves, Snow White and the Seven Dwarfs, and other fairyland characters. At the end of the ceremonies all of the children pass the reviewing stand, shake hands with Santa, and are given some sort of souvenir. The program ends with a parade led by Santa to a downtown location.

Christmas Caravan. This has been our charity project for many years. Beginning approximately four weeks before the caravan, all the high schools and related organizations in the county collect gifts to be taken to Lakeland Mental Hospital. These gifts are packaged and wrapped and kept at the high schools and grade schools. Upon the day of the caravan, a parade of decorated cars loaded with gifts is formed at the recreation office downtown and a complete route through the county is followed, picking up more cars loaded with these gifts at each school. The entire caravan, led by Santa, then goes to Lakeland where the gifts are piled on the front steps and received by the patients.

Santa Claus Visits. In the weeks preceding Christmas, Santa Claus makes visits to the schools, upon request, and acts as the distributor of gifts in each place.

Santa Claus' House. Two years ago we added a home for Santa Claus, his wife, and elves in Jefferson County Forest. Upstairs were Santa's living room and kitchen, and there he received the children. Downstairs was his workshop where his little elves (children from a nearby grade school dressed in appropriate costumes) were busily making toys, wrapping them in gay Christmas packages and loading them onto a sleigh ready for Christmas Eve. All of the children in the county are welcome, admission is free. They take the tour through the house escorted by teen-age hostesses.

Each year we try to add something new to our Christmas program. These four activities are now standard and have

Two visitors in Greensboro, North Carolina, eagerly listen as Santa answers queries about the North Pole.

become tradition.—JANE BROWN, *Director Special Activities, Jefferson County Playground and Recreation Board, Kentucky.*

"Hello, Santa!"

Early in December the recreation department in Fort Lauderdale, Florida, made definite plans for a retired citizen to play the role of Santa Claus. We arranged a schedule of visits to all playgrounds, social parties, and to the first, second, and third grades in the eight local elementary schools. Candy canes and oranges were distributed by Santa to the children's groups, inexpensive presents to the adult groups. We estimate that he shook hands and talked to approximately 4,500 different children and adults in connection with our program. We first had a short meeting with Santa to discuss techniques and to coordinate the schedule. The supervisor of playgrounds picked him up at his home and transported him to each center, so that he would not visit the programs alone.

The climax of our Santa program occurred on December 23 and 24, when Santa and Mrs. Santa visited the recreation department office between 6:30 and 7:30 P.M.—to answer telephone calls from youngsters six years old and younger. The local newspapers carried the story on the front page. Mrs. Santa answered the incoming calls on two lines and referred them to Santa. In order to get some human interest stories, we arranged for the activity secretary to listen in on an extension and to note unusual requests and also to count the number of calls for the evening.

Because of the tremendous response, which amounted to 117 calls on the first day and 141 on the second—a total of 258—Santa was forced to limit his calls to thirty seconds each.—TEMPLE H. JARRELL, *Superintendent of Recreation, Fort Lauderdale, Florida.*

* * * *

In Greensboro, North Carolina, three thousand youngsters dialed the recreation department number to talk to Santa Claus. The department got in touch with Santa on the seventh of December and asked him to come to the office every day between ten and twelve noon, and two and four in the afternoon.

The results had far reaching effects on the happiness of the boys and girls, on Santa's voice, and on the regular telephone service. As he talked, Santa obtained mailing addresses so that he might send the children an attractive green and red postal card inscribed with his picture and a note thanking them for phoning, and assuring them that he would call on Christmas Eve. He mailed 1,800 of these cards; however, Santa eliminated some expense by addressing many cards to three or four names. He often found that a group used a neighborhood phone, and six or seven boys and girls talked to him at once. His longest conversation was with a nursery that had lined up thirty-three children. He also talked to boys and girls who were permanently bedridden, and to countless hundreds of temporary shut-ins. In all publicity releases, they were especially invited to call.

The children who often have a hesitancy of speech when confronted with Santa face to face in local department stores, were not bothered by the telephone in their own home and could unleash all their expectant wishes. About thirty per cent wanted to ask questions regarding the home life of Santa at the North Pole. During this time, Santa kept his reindeer at Greensboro Country Park with the deer in the department's zoo display. Many children visited Dancer, Prancer, and Rudolph.

The recreation department also conducted a Santa letter service. A mail box with a life size picture of Santa was placed on the City Hall lawn. Letters to Santa, mailed here, were answered by the department.

Teen-age clubs conducted dances and parties, and all the money taken in was given to needy families. The department also entered Christmas floats in the Christmas parade, with Santa's workshop and a cage with live reindeer on top.—OKA T. HESTER, *Director, Parks and Recreation Department, Greensboro, North Carolina.*

Pageant

Traditional in the holiday life of Oakland, California, is the "Light of the World" pageant, produced annually since 1925 by the city recreation department, featuring some 1,700 children and youths from fifty to sixty of the public schools.

Developed from a community sing around the plaza Christmas tree four decades ago, this now includes a two-hour dance drama—an allegory of Christmas time—depicting centuries of Yuletide celebrations and today's observance of the birth of Christ.

In a series of twenty-five dance numbers—ballets, marches, minuets, polkas, and waltzes—youngsters from kindergarten through high school portray the symbols of the season—the

The Santa Claus Mailbox in Torrington, Connecticut. The letters are read over the special radio in famed "Christmas Village," which is Santa's home. See *Recreation*, November 1949, for story of its start.

rain, wind, sunrays, thunderbolts, frost, and snowflakes; the Yule symbols such as bells, reindeer, holly and mistletoe, sleighs and evergreens, and hundreds of Santa's toys. Dance groups vary in size with from three to three hundred and fifty participants in a number. The pageant story is narrated and all dances done with orchestral accompaniment. Performances are held on two evenings in the municipal auditorium arena. An a cappella choir of eighty voices sings before and during the pageant.

Beginning in late September, the young actors and singers rehearse at their schools and get together only once for a group rehearsal the week before pageant time. There is no dress rehearsal and participants don their costumes for the first time at the first evening presentation. Costumes are fitted in the department's costumes service rooms where they are kept exclusively for the festival.

Gayest and merriest of the episodes is the arrival of Santa with his bags of toys which come to life around the huge Christmas tree. Climax of the pageant is the gathering of three hundred and fifty tiny ballerinas of pre-school and kindergarten-age around the Spirit of Christmas. Kneeling, they sing "Silent Night" before the tableaux of the Nativity.

Parents of the cast are guests, as are residents of children's homes and veterans from local hospitals. Other seats are sold at fifty cents and a dollar to help defray production costs. Capacity crowds of more than ten thousand witness the yearly performances.—FLORENCE BIRKHEAD, *Recreation Department, Oakland, California.*

Yearly Activities

The thirty-three community centers in Richmond, Virginia, where teen-age social activities flourish, have their Christmas parties in center buildings and in school gymnasiums, with decorations prepared by the members themselves, refreshments served by the center's advisory council, live music furnished by the local musicians' association. The city department of recreation and parks directs and supervises the entire program.

The department has become the focal point of Richmond's Christmas, the hub in the wheel around which the community's Christmas programs revolve. Its services, like the rays of the Christmas star, stretch forth to guide and help the churches, the schools, the clubs, and the industries that are planning Christmas celebrations: the special services staff is helping an industry plan a Christmas party for hundreds of employees and their families; Monroe Community Center chorus is presenting programs of carols at churches and hospitals; Handel's *Messiah* with a community chorus of more than one hundred voices will be presented free to the public; it is assisting the Richmond Choral Society with its Christmas concert; it is preparing for the mid-holiday "Club 16" dance for Richmond's high-school boys and girls. It's a very busy department at Christmas time.

The department sweeps off the "Welcome" mat for the churches, schools, and clubs that come to it for scripts for Christmas plays, Christmas carols, songsheets, suggestions for Christmas parties, and the hundreds of costumes loaned to them during December by the costume service division of the department.

At the Maymont Nature Center in beautiful Maymont Park, the department presents tableaux of the Nativity with a musical background; at the carillon in Byrd Park it assists the Richmond Federation of Garden Clubs with their display of Christmas arrangements; at Mary Munford school auditorium it presents the Junior Curtain-Timers, its teen-age drama group, in their pre-Christmas production.

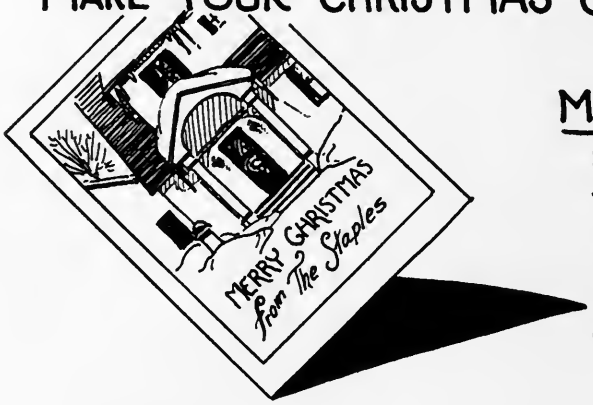
Its program finally reaches its climax at six o'clock on Christmas Eve at the carillon in Byrd Park, where last year the department presented the twenty-sixth annual Christmas pageant of "The Nativity" before several thousand spectators. The age-old story is unfolded under winter skies with a choir of singers from all of Richmond's churches, with a cast of more than a hundred, under the auspices of a lay committee from the Council of Churchwomen, the Ministerial Union, the Federation of Parent-Teacher Associations, the Retail Merchants, the Council of Women's Organizations, and the Inter-Club Council. All of these people have put aside this half-hour in the midst of their personal activities to come together to officially give Richmond's holiday season the real meaning of Christmas.

As the familiar strains of the carols are sung by a hundred voices, as the beautiful words of St. Luke are read by the narrator, as the glowing robes of the Wise Men and the Madonna's blue veil are revealed by the spotlights, and as the whole carillon tower—from the star, which gleams at its top, to the angels which bank its walls, to the red-robed choir at its base—is illuminated, we are once more glad that in Richmond the Christmas traditions and the Christmas spirit still live among its people.—J. A. REYNOLDS, *Director, Department of Recreation and Parks, Richmond, Virginia.*

A board member meets a miniature Santa as he comes down the chimney at Madison Square Boys Club party in New York. He delivers presents, which were made by the boys in the club's popular workshop, to parents.

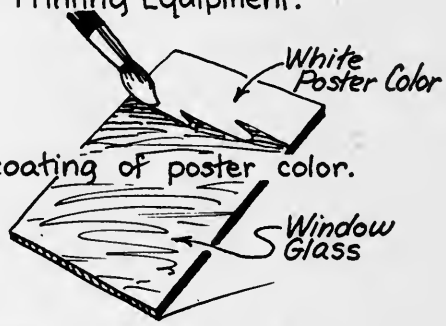
How To Do It! by Frank A. Staples

Make Your Christmas Cards



Materials

Photograph or Drawing ~ Window Glass ~ White Poster Color ~ Water Color Brush ~ Large Needle ~ Carbon Paper ~ Photo Paper and Contact Printing Equipment.

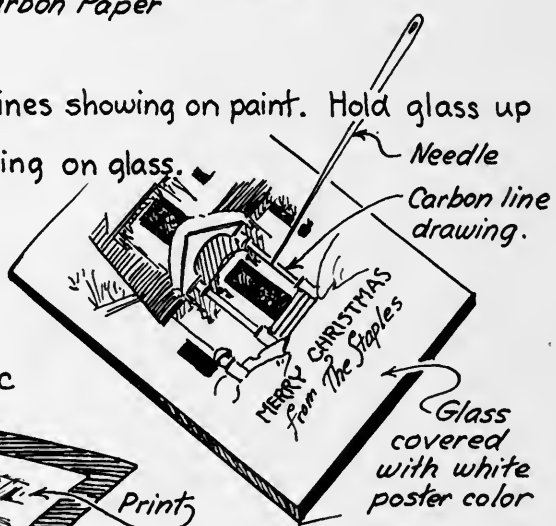


METHOD

1. Cover one side of window glass with solid coating of poster color.

2. Transfer drawing to painted side of glass.

3. With large needle trace the carbon lines showing on paint. Hold glass up to light to check scratched line drawing on glass.



4. Using sensitized photographic paper print as many copies as you need ~ use contact photographic printing method.

5. Mount prints on mat.

Warning: Be sure drawing or photograph selected is correct size (when mounted) to fit envelope.

Note: Any line drawing can be printed by this method.

BOOKBINDING

There's real satisfaction in binding a book. It may be a treasure you've had for years that needs a new cover, or a book you have made yourself—illustrations, printing, and all. Many years ago, bookbinders were craftsmen important to the community because each book was a work of art. Recently, interest has been renewed in this art and artistic book covers are displayed at craftsmen's shows.

This article describes just the most elementary steps in bookbinding that may be used to make a simple booklet, a portfolio, a book cover, or a scrapbook.

Description of Materials

Heavy cardboard — about ⅛ - ¼ inch in thickness. Chip board is usually used. This can be purchased in art supply stores. Ask for it by the thickness desired. It is best cut with a sharp knife or single-edged razor blade.

Vegetable glue or white paste. (This recipe for rye flour paste can also be used.)

2 tablespoons rye flour
¼ teaspoon alum
1 cup water
Few drops oil of cloves

Mix flour, alum, and enough water to make smooth cream. Add remaining water, cook over low heat until it is like thin white sauce and is translucent. Long, slow cooking increases stickiness. Remove from stove and add oil of cloves. The mixture can be kept for a year in a closed jar in refrigerator. (Cloves prevent the paste from spoiling.)

Binder's linen—a specially prepared material used for the spine of the book. It may be purchased at art supply stores or bookbinders. Or, use any firm but not bulky cotton or linen fabric such as denim, cotton twill, Indian head. Lightweight leather can also be used.

Lining—any smooth fabric that is not bulky or sleazy. Use one of those named above, or broadcloth, percale, chintz. The lining can also be a pliable, opaque, decorative paper.

Decorative cover—a wide choice of materials. You may use any of the fabrics mentioned above plus burlap, thin leathers, and many types of decorative papers that are pliable—wallpaper, imported Italian or Japanese papers, marbleized papers, and so on.

Shellac or plastic spray—for paper covers, to give a protective coat from soil and fingermarks.

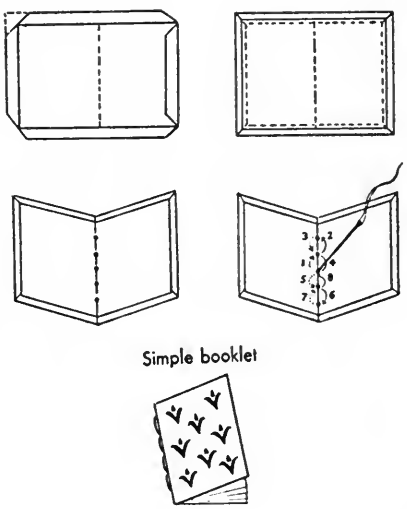
In addition you will need *scissors, punch, ruler, wax paper, clean cloths.*

THINGS TO MAKE

Simple Booklet

This little booklet is simple but it is a good introduction to the art of bookbinding. A little book can have a variety of uses: for notes, telephone numbers, or addresses. You can also use the same method to make a much larger booklet. You will need:

Several layers of unruled paper cut the same size (about 6 x 5 inches)
Thin cardboard or heavy paper 8 x 7 inches
Needle and strong thread.



Simple booklet

You can put the cover decoration directly on the heavy paper or cover the thin cardboard with paper or fabric.

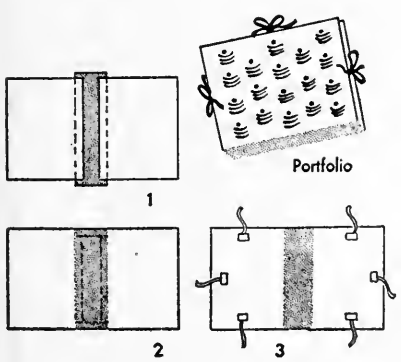
Cut the paper or fabric one inch larger than cardboard on all sides, glue to cardboard, mitering corners.

Line the cover with the lightweight fabric to within ⅛ inch of edges.

Fold the pages and the cover in the center. Open them and hold them flat. Punch a hole (with a large needle) through them in the center of the fold of the inner page.

Punch two corresponding holes above and below the center, equally spaced until five holes have been made. Start sewing at the inner center of the book, leaving sufficient thread to be tied later. Carry thread through the center hole out of the cover, in again through the next hole, and out the next. Sew in and out up to the top hole, down the bottom and back to the center. When the thread returns to the center, loop it over the sewed portion and tie with a firm double knot. Keep the thread taut but do not pull tightly because the thread will cut the paper. Fold the book into position and put under a weight to dry.

Portfolio



You can make a portfolio of any size. Measure the pictures you want to protect with a portfolio and cut your pieces in the same proportion as those given below.

You can use either cloth or paper for the cover and for the lining, so we will refer to these as the covering and lining material, whichever it may be.

The pictures to go into this portfolio are 11 x 14 inches. The first step is to cut:

2 pieces of heavy cardboard, 12 x 15 inches
1 outside hinge cloth, 3½ x 16 inches
1 hinge cloth lining, 3½ x 15 inches
2 pieces of material for cover, 12½ x 17 inches
2 lining pieces, 11 x 14¾ inches
6 tapes, 5 inches long

These figures are, of course, just guides to help you with your first project. You can vary the dimensions, and make such changes as putting the cover or lining (if it's fabric) and hinge all in one.

Glue the hinge to the front and back covers so that the hinge extends one inch over each cardboard.

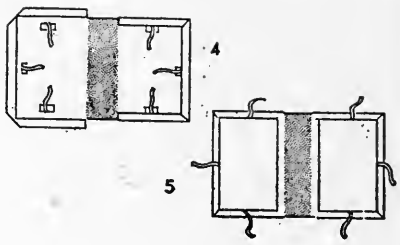
Glue the hinge lining in place, then glue down the extending ends of the hinge cloth. To place the tapes, mark a point on the inside covers one inch from the center of the top, bottom, and open side. Glue the tapes at this point, and glue a small piece of lightweight fabric over the tapes.

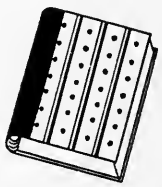
The cover material needs to be very smooth and straight. Make sure your hands

are clean and that you have a clean cloth nearby. The cover material is cut so that it extends one inch beyond the top, bottom, and open end. The side coming to the hinge is turned under ¼ inch and extends ¼ inch over the hinge. (In order to get a smooth fold on paper, draw the fold line with a dull table knife on the wrong side of the paper.) Spread the paste smoothly over the outside of one cover board. Place the cover material in place, and carefully smooth with a clean cloth from the center to the edges to remove bumps and bubbles. Cover the other board in the same manner. When both are glued in place, glue down the extending inch, mitering the corners. Smooth these sections also, this time from the outside in.

The lining is glued in place so that it comes to about ⅛ inch from three sides and just slightly laps over the hinge lining cloth. Again smooth after glueing in place.

Cover the inside covers with wax paper and place under a weight to dry. Place the fabric hinge inside the covers before putting under the weight. This will give it an even crease. It should dry a day or two for best results. Whenever you use fabric, be sure it is cut and pasted with the weave going straight up and down.





Book cover

Book Cover

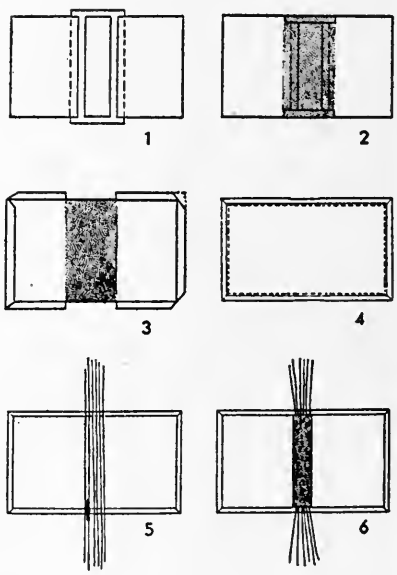
This book cover is made on exactly the same principles as the other bindings. It is an excellent cover for a book that you want to protect or for one that you want to make better looking—perhaps a telephone book.

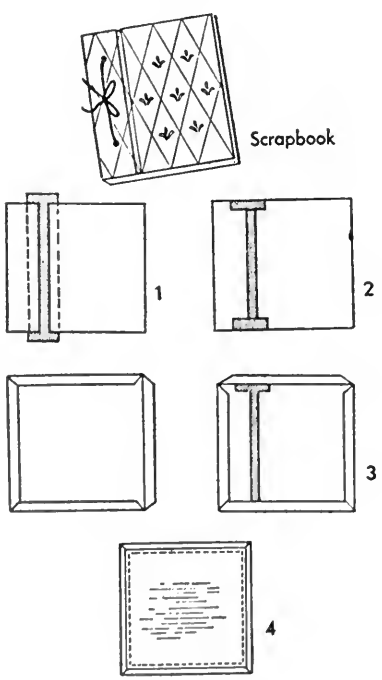
Measure the book for which you are making a cover. Take exact measurements of the cover and the depth of the book. Let us assume that the book you are covering measures 5½ x 8¼ inches and is ¾ of an inch thick. You would, therefore, cut:

2 coverboards, 6 x 9 inches
1 cardboard for back (spine), 9 x 1 inches
1 thin cardboard, 8½ x ¾ inches
1 piece hinge cloth, 11 x 3½ inches
1 piece hinge cloth lining, 9 x 3 inches
1 back cardboard lining, 9½ x 1½ inches
2 pieces cover material, 6½ x 11 inches
2 pieces cover lining, 5 x 9 inches
5 cords, 2 times length of book plus enough to knot

Assemble the book cover in the following steps:

1. Glue two cover cardboards and one back cardboard on the hinge cloth so that hinge cloth extends one inch over each cover board and there is ¼ inch between covers and back board. Turn down, and glue extending ends of hinge cloth.
2. Glue the lining of the hinge in place.
3. Glue cover material in place. Turn cover material under ¼ inch on length, bringing folded edge ¼ inch over hinge, miter corners, fold over and glue.
4. Glue lining of covers in place to within ⅛ inch of edges of three sides.
5. Cover thin cardboard with lining material.
6. Glue cords in place on back cardboard.
7. Cover the cords with the thin cardboard piece, wrong side glued against cords.
8. Place wax paper over entire piece, put weight in center, and let dry for one or two days.
9. Insert book in cover and tie with the cords.





Scrapbook

Is there anyone who doesn't collect something? Some people like poems, leaves, clippings, or pictures, but practically everyone can use a goodlooking scrapbook.

Let us assume for this project we have pages 10 x 14 inches. Cut the following:

1 piece heavy cardboard, 10½ x 14½ inches
1 piece heavy cardboard, 1½ x 14½ inches
1 piece heavy cardboard, 8¾ x 14½ inches
1 piece binder's linen, 2¼ x 15½ inches
2 pieces cover material, 12½ x 16½ inches
2 pieces lining cloth, 10½ x 14½ inches
1 cord, 2 times the length plus enough to knot

Assemble these pieces in the following steps:

1. Glue the cardboards 8¾ x 14½ and 1½ x 14½ to the hinge fabric leaving a ¼-inch space between boards.
2. Turn down extensions and glue.
3. Cover front and back cardboards as for book cover.
4. Line covers as for book cover.
5. Punch holes in back cardboard and narrow part of front cardboard to correspond.
6. Cover with wax paper and place under weight to dry.
7. Place paper in position and lace with cord.

The shellac or plastic spray can be used on a paper cover for added protection.

This type of scrapbook can be made with wood. Instead of making the hinge from binder's linen use small metal hinges from a hardware store or make leather hinges and screw on with tiny screws. Drill holes and lace with leather thonging.

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Close Cooperation *in PLANNING*

A Report on School-City Cooperation in Livingston, New Jersey.

Robert D. Sisco

SEVERAL years ago in order to protect the community from problems connected with rapid development, the town fathers of Livingston, New Jersey, hired a recognized planning authority to prepare a long-range plan for the development of public school, park and recreation, and shopping center locations. To further implement the planning, a committee for the acquisition of park and school sites was formed. The chairman of the recreation commission is presently serving as chairman of the acquisition committee. The objective of this committee is to acquire a minimum of approximately twenty acres for each new school site, which would be incorporated in the plan of adequate park and recreation facilities. In cases where the board of education is unable to acquire the necessary acreage the town is to expand the area to the desired acreage.

However, the basic problem facing the governing authorities in the township is how to provide the necessary recreation opportunities and facilities in view of the expanded board of education budget. In 1954-55 the board of education expended over $2,150,000 in the construction of new schools and additional classroom space to keep pace with the rapidly increasing population. Over five hundred new homes are constructed annually in this town of fourteen square miles and present population of 16,000.

To cope with the problem the board of education and the board of recreation commissioners spent several months studying the functions of both boards in relation to the recreation program and the maintenance of its facilities. Since both organizations use one another's facilities mutual cooperation was a natural outcome. The board of recreation commissioners made the first overtures by preparing a brochure stating proposed policies, services being offered to the board of education by the recreation and parks department, a maintenance agreement on the joint use of school grounds and copies of the present material available through the National Recreation Association on joint use of school facilities. Particularly helpful were George Butler's *School-City Cooperation in the Planning of Recreation Areas and Facilities* and *School Grounds Designed for Community Use*, the material assembled and summarized by H. Clifton Hutchins in the "Use of School Buildings for Recreation" which appeared in the December 1950 issue of RECREATION magazine, and the summary of the panel discussion at the Philadelphia Congress on "School-City Cooperation in Providing Areas and Facilities for Recreation," along with several other articles from various magazines.

Following months of study the following resolution was adopted by both boards:

> "WHEREAS: The Board of Recreation Commissioners and the Board of Education are both public bodies with different spheres of public service and separately govern their properties, and
> WHEREAS, it is recognized, both by the Board of Education and the Board of Recreation Commissioners in Livingston, that the development of school plants and recreational areas for joint use is a sound practice;
> WHEREAS, certain school facilities are now in use by the Recreation and Parks Department; and certain recreation facilities are in use by the Board of Education;
> WHEREAS, the practice of establishing school plants and neighborhood playgrounds for joint use will effect a direct saving to the citizens of Livingston;
> THEREFORE, be it resolved, that in the interest of better service and greater economy to the community the executive staffs of each board shall study ways and means, develop and recommend plans and policies for the establishment of school and recreational facilities and sites."

The following policies were adopted to guide the executive staffs of each organization:

- The school buildings and facilities shall be made available to the Recreation Commission at no charge for heat, light, and general utilities.
- The Recreation Commission shall pay for all custodial help necessary during the time the buildings or facilities are being used by the Recreation Department.
- The Recreation Commission shall be responsible for the property being used and the supervision of all their programs and activities.
- All applications for the use of the school buildings shall be cleared through the Board of Education offices.
- The Board of Education shall be responsible for developing, expanding and general control of all school grounds unless otherwise stated.
- During the school term it is assumed that the school program will be using the grounds the majority of the time. However, all school grounds, play areas and ball diamonds shall be made available to the Recreation Commission for

ROBERT D. SISCO *is superintendent of the recreation and parks department, Livingston, New Jersey.*

any part of their program during this period so long as it does not interfere with the public school program. Arrangements for the same by the Recreation Commission can be made by filing a request direct to the Board of Education offices. No charge shall be made to the Recreation Commission for the use of the grounds during this period. The Board of Education will be fully responsible for all repairs, care and maintenance of said grounds with each board taking care of their special needs of their particular program.

● During the summer months the Recreation Commission shall be in full charge and have full responsibility of all play areas and outside athletic fields during this period. Said Recreation Commission will be fully responsible for the maintenance, care and up-keep of the grounds being used for their program during these months. In cases where alterations of grounds or special improvements are necessary for the recreation program, all changes shall be approved by the Board of Education before same are made by the Recreation Commission. The Board of Recreation Commissioners shall be granted the privilege of using school facilities, such as toilets and storage space as needed during their summer program.

● Scheduling and control of said grounds shall be under the direction of the Recreation Commission. Any other groups or organizations from Livingston desiring school grounds during these months shall apply directly to the Recreation Commission for use of the same. Any special, unusual or doubtful applications other than for recreational purposes for use of the grounds during this period shall be cleared through the Board of Education Offices.

The Board of Education readily recognizes the need for coordination of both bodies. Accordingly, the following is proposed for the mutual benefit of both groups:

The Board of Education would appreciate the cooperation of the Recreation Department in performing special work during the summer months as well as on special occasions during the school year, such as mowing lawns, special maintenance work, expansion of play areas, development of athletic fields, and so on. Requests made of the Recreation Commission for maintenance services by the Board of Education will be subject to full compensation at regular rates. All work done or special services rendered shall be itemized on the standard invoice form and accordingly paid for by check.

In the planning and projecting of physical and recreational facilities for new buildings and grounds or in the remaking of old the assistance and cooperation of the Recreation Commission shall be solicited. ●

Hospital Capsules

Beatrice H. Hill

Goldwater's Wheel Chair Olympics

Written by James Ryan, patient at Goldwater Memorial Hospital, Welfare Island, New York.

Goldwater Memorial Hospital is the first hospital built from public funds for the treatment of those suffering from disorders of a chronic nature. All but a few of its patients spend their days in wheelchairs. The recreation program for this "Community on Wheels" was founded by Beatrice Hill less than a decade ago, and is now under the leadership of John J. Gehan.

Our recent carnival set a "high water mark" for special events. Participants as well as spectators spent a colorful and happy day under the sunny September skies. In keeping with the trend toward that which is timely, the festival bore the name "Wheelchair Olympics." Each of the four buildings of the hospital was represented by a team. Under a canopy of flags from all nations, the various events were held on the driveway which is a part of the terrace. Enthusiastic onlookers from the many porches cheered their favorites as the events were run off.

All entrants participated in their wheelchairs. There were wheelchair sprints, relays, obstacle races, and a novelty event in which two wheelchairs were joined together. For the less hearty participants, there was a watermelon and pie-eating contest, and word-games for those whose physical capacities are limited. A wheelchair game resembling the old-time party favorite, "Going to Jerusalem," enabled everybody — regardless of disabilities — to participate. Volunteers acting as wheelchair chauffeurs, provided ready and willing hands where need of help was indicated. In keeping with the carnival theme, a supply depot of hot-dogs, punch, and ice cream was handily adjacent. While wheelchair athletes took time out between events, the New York City Fire Department Band added to the festive air.

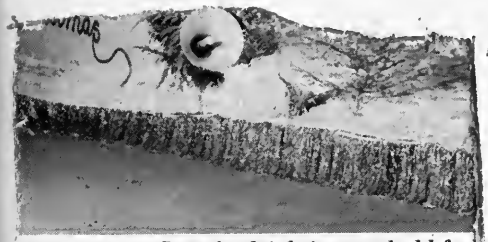
Recreation under the Goldwater plan is so designed as to allow the patients themselves the maximum amount of self-help. Each of the four teams represented had a captain who assumed the responsibility of having his teammates available when needed. James Seaborn, a rheumatoid arthritic, handled the public-address system, acting as announcer, starter, and scorekeeper.

An affair of this nature is not an attempt at a substitute for reality, but finds its purpose in bringing about a happier and more complete community. Woven throughout the day's program was the golden thread of therapy that improves morale and stimulates imagination. The creation of an even greater bond between the volunteers and the patients cemented that relationship with memories that are mutually pleasant. Here was an event where everyone played a part and each could say the job was well done.

[The group of patient representatives of the recreation program at Goldwater will long be remembered by delegates to the 35th National Recreation Congress in Philadelphia, 1953, where this group appeared and described their program. See RECREATION, December, 1953.—Ed.]

MRS. HILL *is the NRA consultant on hospital recreation*

Research Program of the National Recreation Association



Santa's sleigh is a real old-fash
fellow, proving to children bey

R. H. Abernethy

AT CHRISTMAS time, just to prove it, he comes to our community in the flesh. With a population of thirty thousand, Oxnard, California, is full of children who believe in him because the parks and recreation department helps to make him real.

Santa Claus is for little children and it is for them that we do so much fussing about the details of his visit. Each year the department, with the help of the city garage, the chamber of commerce, the Elks, the churches, and Bob Chapman, a local citizen who started all this, takes great care just to make Christmas real for the people of the city.

Late in November, after Thanksgiving, the first work begins when thousands of colored lights are strung on

Clearing House on Recreation Research

At the request of its National Advisory Committee, the Association in 1954 established a "Clearing House on Recreation Research." Its purpose and function were described in "A Research Clearing House," page 333, RECREATION, June 1954. A bulletin listing more than two hundred reports, completed in 1953 and 1954 and classified according to eighteen headings, has been issued by the Association.* The list, although incomplete, affords a record of the growing number of studies made in the recreation field. The Association is continuing to collect similar data in the expectation that a list of projects completed in 1955 will be published early next year.

In order to share with persons interested in recreation the results of unusual research, a section, Research Reviews and Abstracts, has been set aside in RECREATION and summarizes reports of unusual interest or significance. During the past year, several publications based on research have been reviewed in this magazine by members of the National Advisory Committee.

Cooperative Research Projects

Several minor studies have been conducted by the Association in the past two years, but its major research efforts have been devoted to cooperative projects. One of these, relating to hospital recreation in action, was designed to ascertain the effect of a hospital recreation program on the psychological, social, and medical adjustment of certain hospital patients and to compare their adjustment to that of similar patients not exposed to a hospital recreation program. This project is being conducted, through funds made available to the Association, under direction of a New York University staff member.

A comprehensive study of recreation in the South, the results of which were published under the title *Recreation as a Profession in the Southern Region*,** was made in cooperation with the Southern Regional Education Board.

Another example of cooperative research is the study of outdoor swimming pools sponsored by a committee of the Conference for National Cooperation in Aquatics, an organization composed of some twenty national organizations interested in one or more phases of aquatics. The Association's research director served as chairman of the committee and director of the study, the results of which are to be issued soon.

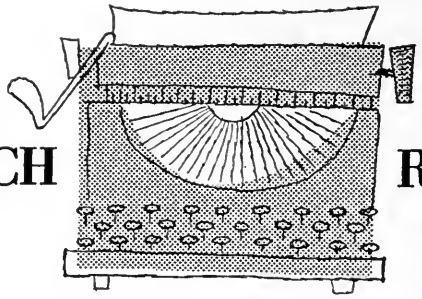
Sponsorship of a study of fees and charges in public recreation and park systems, to be conducted by a recreation executive seeking a doctoral degree at New York University, has recently been approved by the Association. Assistance to candidates planning research projects in partial fulfillment for graduate degrees has often been offered by the Association. Its active sponsorship of the fees and charges, however, is in the nature of an experiment. If it proves successful, it may pave the way to an expanded program of cooperative research on the graduate level.

A further evidence of the Association's desire to assist in providing information considered essential by recreation and park leaders is the recent appointment of a subcommittee of its National Advisory Committee on Recreation Research to make a study of unit costs of maintaining recreation areas and facilities. This study, which is now under way, was undertaken at the specific request of recreation executives.

A major research project, now in the planning stage, is a nation wide inventory of community and county recreation and park services. Like its predecessor, the *Recreation and Park Yearbook*, the study will cover such factors as management, leadership, personnel, activities, expenditures, and facilities. The National Advisory Committee on Recreation Administration, under the leadership of George Hjelte, general manager of the Los Angeles Department of Recreation and Parks, has rendered effective assistance in determining the nature and scope of the inquiry. Many state recreation authorities and organizations have also indicated a readiness to assist in conducting the study. It is believed that the results will afford valuable data as to the status of the recreation and park movement at the end of 1955 and the basis for determining recent trends and developments.

* "Research in Recreation Completed in 1953 and 1954," P 230. Price $1.00.

**Available from the National Recreation Association. Price $3.75.



RESEARCH REVIEWS AND ABSTRACTS

Fringe-Area Problems

Russell J. Foval, superintendent of recreation in Decatur, Illinois, has completed a Master of Science thesis report for the University of Illinois entitled "An Analysis of Fringe Area Recreation Problems in Relation to Tax-Supported Recreation Services in Selected Illinois Communities." In view of the widespread interest in providing recreation for fringe areas, the following section is of interest:

"CONCLUSIONS: (1) Public recreation executives, school officials, and authorities in government are in agreement that fringe area problems, because of their relationship to municipal government, are in need of immediate attention. (2) A limited number of park districts or school districts have taken definite responsibility for providing professional recreation leadership and recreation program services to people living within their districts. On the other hand, numerous park districts and school districts have accepted little or no responsibility for recreation program services of any kind. (3) Only a limited number of school districts, park districts, and city park departments cooperate very closely with existing municipal recreation departments. (4) Many cities, towns, villages, and park districts have failed to take advantage of existing enabling legislation that allows them to provide local recreation services. In many instances, local referenda requesting the approval to establish organized public recreation program services have been voted down by the people. (5) In a few instances, contractual agreements between fringe area residents and public recreation agencies for the provision of recreation services have been quite satisfactory. Unfortunately, most communities have not taken full advantage of this method of alleviating the fringe area recreation problem. (6) Officials of municipalities and fringe area residents have been extremely hesitant about encouraging annexation of land to incorporated areas as a solution to fringe area problems. (7) Fringe area residents now receive very few recreation services that are being provided within incorporated areas chiefly because municipalities do not have the money to provide these added services."

A History of Parks and Recreation

So often we would like to refresh our memories regarding the fundamental history and philosophy of the park and recreation movement in the United States. Normally, this has been a laborious task since no single volume has treated the subject thoroughly. However, in *A Brief History of Parks and Recreation In the United States* by Charles E. Doell and Gerald B. Fitzgerald we will, without end history of both the

This book pulls t ments leading up to recreation. Mr. D Board of Park C thority the definit ment in foreign America which ult ceptance of activ through his histo and parkways, bot provided practical thought to be of g morial, parks and the emphasis on e time."

Dr. Fitzgerald, d versity of Minneso the colonial period other things the movement, munic dustrial recreatio ments. Probably gerald's treatise is of recreation.

Every park and prehend this funda two outstanding pr

E. OWENS, *Director of Parks, Pleasure Driveway and Park District, Peoria, Illinois.*

MR. BUTLER *is director of the NRA Research Department.*

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Beatrice H. Hill

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An affair of this nature is not an attempt at a substitute for reality, but finds its purpose in bringing about a

Standards Report

A "Standards Report," issued by the Michigan Recreation Association in 1955, contains information with reference to several aspects of personnel in forty-one Michigan cities. The data relate primarily to the positions of recreation executive, assistant executive and supervisor and cover such items as salary, sick leave, vacation, pension, degree, years in recreation and in the present position.

The average salary reported for recreation executives was $6,450 per year with an average of $7,546 in seven cities of 80,000 and over. The average salary of the assistant was $4,749. Playground salaries varied widely, but the average was $58.00 per week. The average salary paid community center workers was about $2.50 per hour. Officials in men's "Class A" baseball earned up to $10.00 per game. The average rate paid sports officials was $6.00 per game.

Santa's sleigh is a real old-fashioned cutter and Santa himself is a jolly fellow, proving to children beyond a doubt there really is a Santa Claus.

Santa Claus is REAL

"If Davy Crockett, Flash Gordon and Superman were all wrapped up in one package children would still take Santa Claus."

R. H. Abernethy

AT CHRISTMAS time, just to prove it, he comes to our community in the flesh. With a population of thirty thousand, Oxnard, California, is full of children who believe in him because the parks and recreation department helps to make him real.

Santa Claus is for little children and it is for them that we do so much fussing about the details of his visit. Each year the department, with the help of the city garage, the chamber of commerce, the Elks, the churches, and Bob Chapman, a local citizen who started all this, takes great care just to make Christmas real for the people of the city.

Late in November, after Thanksgiving, the first work begins when thousands of colored lights are strung on four star pines in Plaza Park. Each tree is over one hundred feet tall. Beautiful chime and organ music softly plays traditional Christmas carols over a public-address system and, each night, the churches send carolers to sing in the center of the park where the gaily bedecked pagoda provides the setting.

Beneath the low branches of pine and pittosporum is the most thrilling sight of all. It is the Nativity scene of full-sized figures donated by the merchant division of the Chamber of Commerce. There is Mary, with the Christ Child in the manger, and Joseph stands at their side. Hovering above the manger is an angel and the bright Star of the East. Three full-sized camels are led by the Wise Men, toward the manger, and the sheep-herder with his flock joins them. There are a full sized cow and a burro too, and all are floodlighted at night.

During the next few weeks other preparations are under way. A direct line is installed to the North Pole, and children telephone Santa in person. The voice on the phone, just for authenticity, has a soft Norwegian accent.

A few days before school closes, Santa comes to town to greet the tiny tots. This gives the pre-school children a much better chance to meet him on intimate terms, to sit in his sleigh with him, and to let Mom and Dad take a picture of the wonderful occasion.

In a shed, at the city garage, there is a lot of fuss going on, for here is where Santa's float is being built. About thirty feet long and fourteen feet wide, the vehicle resembles a sparkling snow bank with gaily decorated Christmas trees. On its highest point is Santa's sleigh — a real, old-fashioned cutter, painted red and gold, silver and black, with the eight tiny reindeer floating through the air over the tree tops.

Santa, of course, rides in his sleigh. He is a little old elf with a nose like a cherry, and when he laughs, he shakes, like a bowl full of jelly. His costume was donated by the Elks lodge and cost one hundred and eighty-five dollars. The suit is velvet, and the belt is patent leather, six inches wide, with a huge silver buckle. The wig and beard are made of real hair, white, full and wavy —and if you don't think Santa is real, you're zany.

On the evenings of December 22, 23, and 24, Santa's float travels through all neighborhoods of the city. Mounted on a specially-built motor vehicle, it is self-propelled, contains its own floodlighting system and public address system over which Santa talks. Carols, especially "Jingle Bells," are played as it slowly travels along the streets. Porch lights go on and doors fly open as parents madly bundle up the little tots and bring them out to see.

If you want a lump in your throat and a song in your heart, drive the float some night and look into the faces of children entranced by the thrilling spectacle. Honestly, it is worth ten million dollars. . . . Merry Christmas!

MR. ABERNETHY *is superintendent of the parks and recreation department in Oxnard, California.*

PERSONNEL

Fourth National Conference on Health

The Fourth National Conference on Health was held in May 1954. The National Recreation Association, in cooperation with its National Advisory Committee on Recruitment, Training, and Placement, participated. A 211-page report of the conference was published by the American College Health Association in April 1955.

Nearly fifty sponsoring agencies appointed representatives to plan the total conference. Approximately forty individuals participated as members of the committee on "Contributions of Physical Education and Recreation to the College Health Program." This committee's findings take up fourteen pages of the published report. Although physical education and recreation are closely allied, both fields maintained their own identity throughout.

The pattern of organization of the recreation section took the following form: (1) introduction, (2) impact of social, economic, and political forces on the health of college students and staff personnel, (3) contributions of physical education and recreation to the general education of college students, (4) implementation of physical education and recreation programs, and (5) evaluation.

The development of the third section was done by taking the objectives of education proposed by the President's Commission on Higher Education and showing the contributions which recreation (and physical education) make toward the attainment of these goals.

For college and school recreation personnel, especially, the analysis of how recreation contributes to those *objectives* provides a sound basis for extending planning of total community education. Municipal recreation personnel should find valuable background materials here. Correctly interpreted, these materials provide a sound justification for recreation per se, as well as a legitimate approach for encouraging others to participate in developing recreation to its fullest, either as paid or volunteer leaders.

It should be realized by all concerned that the authority behind this report is most significant, both because of the caliber of the people who contributed to the report and because of the strength and status of the agencies that cooperated to make the conference possible. Three statements which follow serve as examples of the content of this report:

I. . . . The student soon realizes: (1) the therapeutic value of the release of energy, (2) the emotional release through relaxing leisure, (3) the satisfaction of sharing with others, (4) the need for solving safety problems, and (5) the need for broad recreation programs at all government levels.[1]

II. The student learns through the recreation program to understand: (1) his limitations and the health consequences of the misuse of recreation, (2) the application of research findings regarding health to the conduct of his own leisure, (3) the relationship of unhealthful practices during leisure to family and community well-being, and (4) the value of seeking counsel from experienced people.[2]

III. . . . Certain deep understandings evolve such as: (1) the use of recreation in channeling the sex drive, (2) the value of continuing wholesome co-recreation activities throughout life, (3) the contribution recreation makes to the health of the family, and (4) the responsibility as a future parent to include recreation as a part of family life.[3]

In addition to this section, recreation's contribution to college health was also recognized by other committees such as those on: administration, organization and functioning of college health services, and students with special health problems.

It seems appropriate to recommend to all recreation personnel that they make this recreation statement a part of their professional reading materials.—Dr. John Hutchinson, *Associate Professor of Education, Department of Health Education and Physical Education, Teachers College, Columbia University, New York.*

[1] *Proceedings: Fourth National Health Conference on Health in Colleges,* American College Health Association (1955), p. 177.
[2] *Ibid.,* p. 175.
[3] *Ibid.,* p. 176.

Recruiting and Training Program

A study conducted by the Oakland Recreation Department regarding the excessive turnover among part-time playground directors, has shown a distinct need for new ways of recruiting part-time leadership.

In examining the areas of possible sources of recruitment, an apparent untapped area was the training of senior high school age boys and girls for future directors. Therefore, the following program was evolved with two purposes in mind: to recruit and train college preparatory students interested in working with people, and, through this program, to interest these students in pursuing college studies in recreation or education.

The program consisted of two phases. The first phase took place in the low senior year with a selected group of approximately fifteen students from Oakland's Technical High School. During the fall semester of 1954 they received one period of instruction each week in various phases of the recreation field. This session took place during the last period of the school day and was a regular part of the physical education program at the high school.

The instruction schedule included the following subjects for the fall semester: introduction, theory and history; understanding group behavior; field trip, tour of North Oakland facilities; low organization games (two sessions); boys' sports (two sessions); girls' sports (two sessions); folk and social dance; playground crafts (two sessions); dramatics and creative playmaking; program planning, local playground level; program planning, special events city-wide; field trip, playground in action; evaluation, assignment to spring playgrounds.

It was felt that actual experience on a playground was an essential part of training and toward this end a "play-day" program was set up at one of the nearby playgrounds where boys' sports, girls' sports, low organization games, and playground crafts were demonstrated, with the students being given an opportunity to lead the children in each of these activities. Additional well-qualified regular recreation directors were assigned to this playground for the day to make certain that a good experience was provided both for the children and the students. On the remaining days of the week, time was devoted to discussion, actual practice in leading games taught or learned earlier, and working on school activities such as decorating for dances, preparing assembly presentations, and other activities related to the recreation experiences.

The second part of the program took place in the 1955 spring semester. At that time the high school students were given on-the-job training at selected recreation centers and playgrounds. This was on a two- or three-day-a-week basis, and students were paid at the junior-leader pay rate. They were excused from their last period physical education class in order to proceed to selected playgrounds. This arrangement enabled them to reach their assigned playground at the time that elementary school children were dismissed. They worked two hours each day, under the supervision of a regular playground director.

The total plan was first presented to the superintendent of the Oakland Recreation Department for approval. Permission was granted and the way cleared to secure a go-ahead from the assistant superintendent of secondary schools through the principal of the selected high school. Discussion and refinement of the plan was carried out by conferences with the school principal, vice-principal, counselors, the supervisor of occupational adjustment and her staff, the supervisor of physical education, and the classroom teacher, who would be in charge of the class.

In order that it would coincide with accepted practices in the Oakland public schools, a teacher was in charge; but the program was to be presented by staff members of the recreation department, with the aid of some members of the school department staff. The exact dates, places of meeting, how the students were to be selected, and the provision for dismissal the final period of each working day in the second semester were evolved through these discussions.

From the beginning, the two supervisors responsible for the program met with the training group each week. The students were evaluated in the various activities; and, at the end of a six-week period, a conference was again held with the high school teacher in charge of the class, where each student was evaluated on the basis of his ability to participate in the various areas of study and as a group member. Several of the students, at this point, were not measuring up to the ability of the rest of the group and were called in for conference with the principal of the school. At the end of the second grading period some students were dropped for various reasons, one of which was general lack of interest. This, apparently, had a beneficial effect on the rest of the group upon the renewal of the classes following the Christmas vacation.

At the end of the school semester, another conference was held with the high school teacher. At this conference, grades were discussed, so the final grade was the result of a compilation of both phases of the student's work. All students were most enthusiastic about the program as it had been presented. The most pertinent comment made was that they did not feel that one recreation class a week was enough, and recommended that future classes be on a two-day-a-week basis. The general areas covered in the course of study were all considered equally important by these future recreation leaders, but the two-day-a-week tie-in was considered most necessary.

All members of this class were working at different locations throughout the city and, according to their supervising directors and their district supervisors, they are doing a fine, interested job. An attempt was made to give these young people a varied summer experience. Opportunities were offered in a community center, on a small neighborhood playground, and in a camping situation. All have measured up and are receiving assignments as regular recreation directors for the fall semester. The pay scale was increased at the end of the spring semester and once again at the end of the summer vacation period.

Arrangements are being made for a second class to start in the fall of 1955. If results continue to be satisfactory, another class will be started at a second high school in the spring of 1956.

Successful completion of this year of apprenticeship, therefore, will insure employment throughout the student's college career providing the standard of service continues to be satisfactory. While these young people are one to two years younger than directors ordinarily employed by the Oakland Recreation Department, it is felt that the concentrated training and experience more than makes up for the age difference. It is expected that a portion of the students will continue their schooling with a major in recreation or a related field. — GRANT MAINLAND and WARREN STEELE, *Supervisors, Oakland (California) Recreation Department.*

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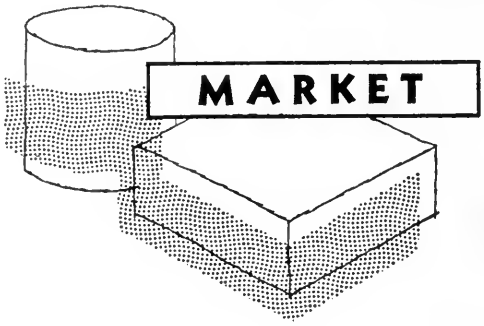
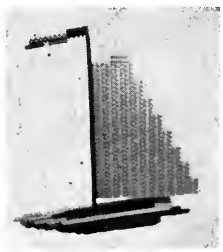


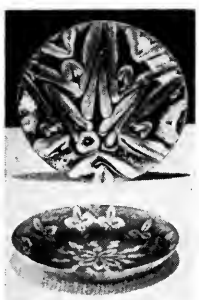
NEWS

If you are interested in any of these products, write directly to the manufacturer at the address given. PLEASE *mention that you read about it on* RECREATION *magazine's Market News page.*



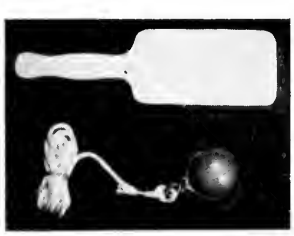
♦ Mod-L-Stix, a toy building set containing an assortment of gaily-colored construction sticks of non-breakable plastic is one of the new toys on the market. All the sticks are identical in size and shape, each containing small pegs and holes arranged so that any number of sticks may be pegged together in many different ways. Attractively packaged, Mod-L-Stix sets are available in three sizes, containing 84, 150, and 278 sticks. The Vogel Manufacturing Company, Bridgeport, Connecticut.

♦ A new type of separation enamel, which lends itself to a variety of unusual effects, is now available for enameling on copper projects. The enamel is black when applied and burns out entirely during the firing. It creates a "river" of separation in the layer of enamel underneath it. It can be applied in a variety of ways: by brush, by spattering, through stencils, and so on. Potters' Wheel, 11447 Euclid Avenue, Department 23, Cleveland 6, Ohio.



♦ The Nissen Aqua-Tramp, a portable, sturdy trampoline-type unit, can supplement—or sometimes replace—diving boards at beach or pool. The frame and legs are aluminum painted and waterproofed, with all fittings and moorings cadmium plated to resist corrosion; legs are cushioned with rubber shoes to prevent shifting; bed is all nylon, of double thickness for long use. For complete information write Nissen Trampoline Company, Cedar Rapids, Iowa.

♦ Jayfro Athletic Supply Company, manufacturers of steel chain basketball nets, has now added another type of game equipment to its line—tetherball paddles and balls. The regulation-size paddle is made of wood, reinforced for sturdiness, lightweight but built to stand abuse. The ball is of sponge rubber, attached to a nylon cord by a holder of rawhide leather with a cadmium-plated hook. Write to the company at P.O. Box 1065, New London, Connecticut.



♦ Stairmaster extruded aluminum treads repair worn stairs and at the same time make them slip-proof and improve their appearance. Repairing treads with Stairmaster is less expensive than replacing the worn treads or rebuilding the stairway — and they blend with the decor of most buildings. Wooster Products, Inc., Wooster, Ohio.

♦ Beginner's Lens Kit encourages science-minded youngsters and grown-ups to use their imagination. The kit contains the simple lenses and instructions for making telescopes, magnifiers, microscopes, slide viewer, and so on. Edmund Scientific Corporation, Barrington 3, New Jersey.

Catalogs and Booklets

• A very interesting little booklet, *Short Cuts to Savings With Shellac*, lists numerous craft ideas and tips for supply and equipment maintenance and preservation through use of shellac. Free from Shellac Information Bureau, 65 Pine Street, New York 6, New York.

• A 1955 catalog of furniture for libraries, schools, and institutions may be obtained by writing to Mr. George Entin, Sales Manager, Standard Wood Products Corp., 47 East 63rd Street, New York 23, New York.

• A booklet, *How to Modernize Old Windows With PC Glass Blocks* demonstrates with photographs and drawings the benefits of window modernization, and illustrates how to select the proper functional glass block for use in various window exposures. Pittsburgh Corning Corporation, One Gateway Center, Pittsburgh 22, Pennsylvania.

• The General Industrial Company's new catalog features transparent plastic-drawer storage cabinets in all sizes, material handling equipment, lockers, steel trucks, and other stock-room items, all clearly illustrated. The company's address is 5737 North Elston, Chicago 30, Illinois.

• The following brochures on bleachers are available: *Amweld Easi-Fold Bleachers,* The American Welding and Manufacturing Company, 100 Dietz Road, Warren, Ohio; *Steel Portable Indoor-Outdoor Bleachers,* Berlin Chapman Company, Berlin, Wisconsin; and *Dur-A-Bilt Bleachers,* Playtime Equipment Corporation, Mars, Pennsylvania.

LISTENING AND VIEWING

Music for Main Streeters

Back in January 1955, RECREATION featured an article, "Music Comes to Main Street," which was condensed in the February issue of *Reader's Digest*. Shortly thereafter, many people wrote in from all parts of the country requesting information on "at home" piano courses. Recently Don Sellers has brought out a home course consisting of five records, ten recorded lessons, and eighteen charts, called "Music Magic," which may be just the answer to the requests of these people. The course costs about ten dollars, and information about where it may be purchased locally may be obtained from Don Sellers, Inc., 871 McCallie Avenue, Chattanooga, Tennessee.

Education Via TV

Some 12,000 persons—enough to fill a large university—took credit courses by television last year. The courses have been offered by forty-four different institutions.

Holiday Filmstrips and Slidesets

A new, colorful twenty-page booklet, illustrating and describing appropriate Thanksgiving and Christmas filmstrips and color slidesets, is now available free of charge from Society for Visual Education, 1345 Diversey Parkway, Chicago 14, Illinois, or from any of the Society's dealers. Many new items being offered for the first time are fully described and illustrated in this booklet. Included are "Taro's Christmas Gift," "How We Got Our Christmas Carols," "Making Christmas Christian," "The Little Pine Tree."

Records

• *Singing History: Folk Songs and Books* by Martha Bennett King is a fine new record made especially for the 37th annual observance of National Children's Book Week, November 9-13. For this record, Mrs. King has chosen ten from the thousands of folksongs that are part of our country's history. Children will enjoy—and it is hoped, start singing—these old songs; and many old-timers will get a twinge of nostalgia if they could hear these familiar strains of "John and His Mare," "Sing, Oivy, Sing Ivy," "Frog Went a-Courtin'," and "The Old Fox." Mrs. King also invites her young listeners to write and send to her their own verses for her song, "If I Could Read a Thousand Books a Year." The record (2 sides, 10 inch, 33⅓ rpm, $3.75) is available, along with a leaflet containing suggestions for use, from the Children's Book Council, 50 West 53rd Street, New York 19, New York.

• Folkraft Records has completed a recording project of records for elementary schools. The new releases are dances, song plays, play-party games, and so on. Recreation leaders will find many perennial favorites such as "Paw Paw Patch," "Put Your Little Foot," "Shoemaker's Dance," and so on. The musical recordings are simply and clearly done, and directions for the dances and games are printed on the record envelopes. For information and list of titles, write to Folkraft Records, 1159 Broad Street, Newark 5, New Jersey.

• The second "ride" in Capitol Records' "Bozo's Merry-Go-Round Music" series of band organ music for children includes a Strauss waltz, *Artist's Life*, and a Sousa march, *The Thunderer*, on 78 rpm (CAS-3174) and 45 rpm (CASF-3174). Another interesting Capitol release is an album of French nursery songs, *Giselle MacKenzie Sings Children's Songs From France*. Miss MacKenzie explains the songs in English. Available in 78 rpm (CAS-3224) and 45 rpm (CASF-3224).

Catalogs

• Over 175 free-loan motion pictures with a wide range of subject matter are listed in the new sixteen-page, *Selected Free Films*, from Association Films. Among them are *Fiesta*, the how-to-do-it story of how two teen-age girls planned a Mexican fiesta party at home, and *Member of the Family*, on the care and feeding of dogs. Write Association Films, Inc., 347 Madison Avenue, New York 17, or regional offices.

• The new thirty-six page catalog of educational sound films is now available from Almanac Films, Inc., 516 Fifth Avenue, New York 36. The company will release thirty-five films during 1955-56.

• A catalog of audio-visual equipment, including portable three-speed phonographs, public address systems and combination slidefilm projectors and record players, was issued recently by Audio-Master Corporation. For a copy write Audio-Master Corporation, 17 East 45th Street, New York.

• More than 1,000 titles are described in the sixth edition of the *Sound Slidefilm Guide*. It reveals the widening use of the filmstrip with recorded sound as an educational tool. The guide lists and describes individual sound slidefilms and programs for education, training, and inspirational use. Priced at $1.00 per copy, it is available from the Audio Visual Division of DuKane Corporation, St. Charles, Illinois.

Table Tennis TV Show

The Harvard Table Tennis Company will arrange to show a fifteen-minute film, *Table Tennis Techniques*, over local television channels in three hundred cities. Any physical education director, coach, recreation director, and so on, may request a local showing of this step-by-step explanation of fundamentals of the game by sending the request with his name, address, and affiliation to Mr. Edmond Heller, Director of Merchandising, Harvard Table Tennis Company, 60 State Street, Boston, Massachusetts, and, if possible, the company will fit the request into the schedule.

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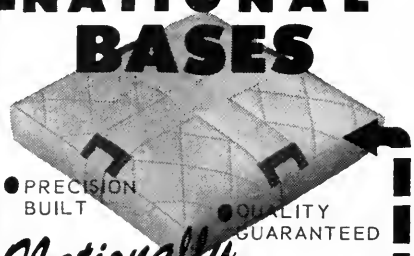

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Books & Pamphlets Received

ADOLESCENT DEVELOPMENT, Elizabeth B. Hurlock. Mc-Graw-Hill Book Company, 330 West 42nd Street, New York 36. Pp. 500. $6.00.*

ADULT EDUCATION AND GROUP WORK, Louise Lowy. Whiteside, Inc., 425 Fourth Avenue, New York 16. Pp. 224. $4.00.*

BEHAVIOR AND MISBEHAVIOR, James L. Hymes, Jr. Prentice-Hall, Inc., 70 Fifth Avenue, New York 11. Pp. 140. $3.00.*

BEST SPORTS STORIES 1955, Irving T. Marsh and Edward Ehre, editors. E. P. Dutton & Company, Inc., 300 Fourth Avenue, New York 10. Pp. 336. $3.50.*

BETTER CHURCH BULLETINS, Stella O. Barnett. Fleming H. Revell Company, 316 Third Avenue, Westwood, New Jersey. Pp. 128. $2.00, cloth; $1.00, paper.

BETTER SMALL BOAT SAILING, John Fisher. John de Graff, Inc., 64 West 23rd Street, New York 10. Pp. 148. $3.00.

BLUE RIBBON PLAYS FOR GIRLS, Sylvia E. Kamerman. Plays, Inc., 8 Arlington Street, Boston 16. Pp. 359. $3.75.

BOOK OF GAMES FOR HOME, SCHOOL AND PLAYGROUND, THE, William Byron Forbush and Harry R. Allen. The John C. Winston Company, 1010 Arch Street, Philadelphia 7. Pp. 358. $2.50.*

BOOK OF MODERN PUZZLES, THE, Gerald L. Kaufman. Dover Publications, Inc., 1780 Broadway, New York 19. Pp. 188. $2.50, cloth; $1.00, paper.

BOOK OF SIGNS, THE, Rudolph Koch. Dover Publications, Inc., 1780 Broadway, New York 19. Pp. 104. $1.00.

CHILD DEVELOPMENT POINT OF VIEW, A, James L. Hymes, Jr. Prentice-Hall, 70 Fifth Avenue, New York 11. Pp. 145. $3.00.*

CHORAL SPEAKING IS FUN, Letitia Raubicheck. Noble and Noble, Inc. 67 Irving Place, New York 3. Pp. 44. $.75.

CRAWLEY ADVENTURE PLAYGROUND. The Crawley Community Association, Adventure Playground Committee, Crawley, Sussex. Pp. 16. Price: 2*s*.

CREATIVE ACTIVITIES, Dorothy Haupt and D. Keith Osborn. The Merrill-Palmer School, 71 East Ferry Avenue, Detroit 2. Pp. 103. $1.00.

CRYPTOGRAPHY, Laurence Dwight Smith. Dover Publications, Inc., 1780 Broadway, New York 19. Pp. 164. $2.50, cloth; $1.00, paper.

ENAMELING FOR FUN AND PROFIT, Mary Larom. David McKay Company, Inc., 55 Fifth Avenue, New York 3. Pp. 96. $3.00.

GIFT IS RICH, THE, E. Russell Carter. Friendship Press, 257 Fourth Avenue, New York 10. Pp. 117. $2.00, cloth; $1.25, paper.*

HOW TO BUILD BIRDHOUSES AND FEEDERS, Walter E. Schutz. The Bruce Publishing Company, 400 North Broadway, Milwaukee 1, Wisconsin. Pp. 134. $2.95.

HOW TO BUILD OUTDOOR FIREPLACES AND LAWN FURNITURE, The Arco Publishing Company, 480 Lexington Avenue, New York 17. Pp. 144. $2.00.

HOW TO WATCH BIRDS, Roger Barton. McGraw-Hill Book Company, 330 West 42nd Street, New York 36. Pp. 229. $3.50.*

HOW TO WORK WITH TOOLS AND WOOD, Fred Gross, editor. Pocket Books, Inc., 630 Fifth Avenue, New York 20. Pp. 215. $.25.

HUMAN RELATIONS IN TEACHING, Howard Lane and Mary Beauchamp. Prentice-Hall, Inc., 70 Fifth Avenue, New York 11. Pp. 353. $3.96.*

JUMP ROPE RHYMES, Patricia Evans. The Porpoise Bookshop, 308 Clement Street, San Francisco 18. Pp. 31. $.25.

MATHEMATICAL PUZZLES FOR BEGINNERS AND ENTHUSIASTS, Geoffrey Mott-Smith. Dover Publications, Inc., 1780 Broadway, New York 19. Pp. 248. $2.50, cloth; $1.00, paper.

MENTAL HEALTH THROUGH PHYSICAL EDUCATION AND RECREATION, Emma McCloy Layman. Burgess Publishing Company, 426 South Sixth Street, Minneapolis 15, Minnesota. Pp. 520. $4.00.

METROPOLIS IN THE MAKING—The Next Twenty-Five Years in the New York Metropolitan Region. Regional Plan Association, Inc., 205 East 42nd Street, New York. Pp. 88. $3.00, cloth; $2.00, paper.

MIGHTY MEN OF BASEBALL, Charles Spain Verral. Aladdin Books (Division of American Book Company), 55 Fifth Avenue, New York 3. Pp. 140. $2.50

OFFICIAL GUIDE AND RULE BOOK 1955. The Amateur Softball Association,

* These publications are available from the National Recreation Association at list price plus fifteen cents for each book ordered to cover postage and handling. *Active Associate and Affiliate Members of the Association receive a ten per cent discount on list price.* Remittances should accompany orders from individuals; organizations and recreation departments will be billed on their official orders. Address orders to Combined Book Service, National Recreation Association, 8 West Eighth Street, New York 11, New York.

11 Hill Street, Newark, New Jersey. Pp. 144. $.60.

1000 BEST SHORT GAMES OF CHESS, THE, Irving Chernev. Simon and Schuster, Inc., Rockefeller Center, 630 Fifth Avenue, New York 20. Pp. 555. $5.00.*

1,000,000 DELINQUENTS, Benjamin Fine. The World Publishing Company, 2231 West 110th Street, Cleveland 2, Ohio. Pp. 377. $4.00.

PEOPLE ACT, THE, Elmore M. McKee. Harper & Brothers, 49 East 33rd Street, New York 16. Pp. 269. $3.50.*

PHOTOGRAPHY ON A SMALL INCOME, J. Allan Cash. Soccer Associates, 10 Overlook Terrace, New York 33. Pp. 128. $.75.

PLANNING BETTER COMMUNITIES IN THE METROPOLITAN ST. LOUIS AREA, W. Phillip Shatts. Metropolitan Plan Association, Inc., 915 Olive Street. St. Louis 1, Missouri. Pp. 32. Free.

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YOUR TAPE RECORDER, Robert and Mary Marshall. Greenberg, Publisher, 201 East 57th Street, New York 22. Pp. 278. $4.95.

Magazine Articles

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- New Precast Concrete Pool.
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- An Instructor Aide Program for Teen-Age Teachers, *Roy E. Kneip.*
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- The ABC's of Water Chemistry, *Jerry Meslin.*
- Estimation of Required Chlorine Dosages.
- Chemistry of Water Treatment, *Elwood L. Bean.*
- Functional Pool to Serve City of Danville, *Charles W. Graves.*

CAMPING, *June 1955*
- 36 Program Peppers for Summer Fun.

PARK MAINTENANCE, *June 1955*
- Getting Equipment Repairs Down to an Accurate Cost Basis.
- What Should Be Included in Your Tree Ordinances.
- There'll Be a Lot of Better Lawns.
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- This is What it Takes to Pass a Bond Referendum.

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- Wanted: Men to Train in Park and Recreational Management, *Rhodell E. Owens.*

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Covering the Leisure-time Field

How to Help Children Learn Music

Madeleine Carabo-Cone and Beatrice Royt. Harper & Brothers, 49 East 33rd Street, New York 16. Pp. 138. $3.50.*

The authors of this little book believe it is possible to teach children the fundamentals of musical theory through playing games, muscular activities, contests and puzzles, all designed to engage interest without sacrificing educational soundness. Essentials like note reading, time values, key signatures, scales, intervals, and so on, they maintain, can be taught effectively and enjoyably by adaptations of treasure hunts, skipping and running games, pin on the donkey's tail, flash-card identifications, and a variety of other sure-fire amusements. The ideas are explained in a progressive series of "lessons," accompanied by text and graphic illustrations.

It is undoubtedly true, as the authors claim, that many children are discouraged in the early stages of music study by technical problems they have to meet before they come to sufficient pleasurable experience to provide its own incentive. This is especially the case with the stringed instruments. This book seems to be directed mainly toward helping children to acquire the groundwork skills for piano playing, but it includes also a section for the prospective violin and cello player.

The lessons, if they can be called such, are apparently best conducted in groups numbering, in the beginning at least, from five to ten children, aged between five and eight. The teacher should have a fair degree of training and be able to play simple pieces musically as well as accurately.

Considerable equipment is needed for the adequate performance of most of the games described. A number of them, employing the larger muscles of the body, are played on a "floor staff," for instance, requiring installation of a room-size linoleum rug, on which are painted the white keys and black horizontal lines of treble and bass staves and their respective clefs.

The interval skipping and other large muscle activities outlined in the book are no doubt appropriate to the playroom as well as to the studio group, and the same may be true of some of the finger training. But since the orientation is always toward musicianship minus emotional barriers, and play participation is only a means to an end, the ideas presented are likely to be more profitable to the music teacher than to the children's group worker. But they offer food for thought to both.—*Gertrude Borchard*, former staff member of NRA Correspondence and Consultation Service.

Supervision As A Social Process

William H. Burton and Leo J. Brueckner. Appleton-Century-Crofts, Inc., 35 West 32nd Street, New York 1, N. Y. $6.50. 1955.

Supervision is dealt with primarily from the point of view of the learning process in this book which should be of major interest to those in the teaching field. In addition, however, it includes many sections and a great deal of information which should be helpful to the professional recreation leader.

The changing concepts of supervision are listed, beginning with the early periods of inspection and including supervision as coercion and the philosophy that truth is vested in "those whom God hath called into authority over us." Even the concept of supervision as training and guidance, although a gain over the early concepts, is still inadequate, according to the authorities. The weakness of the latter is in the fact that training and guidance have been focused on the teacher and confined to improvement in this specific group and its techniques to the exclusion of curriculum, materials, students and community. Suggestions for various types of meetings are given, with guidance for improvement of programs and personnel. Good and bad points are identified for various types of meetings, conferences, panels, and forums. In-service training receives considerable attention and a rather generous list of characteristics of democratic leaders is included.

The third part includes considerable material of interest to recreation leaders and deals with the over-all subject of "the improvement of the educational program." Transferable information from this part would include personality traits of teachers, provisions that are likely to increase the effectiveness of in-service education programs, principles of learning, typical in-service education programs, basic characteristics of desirable personality, reasons for liking and disliking teachers based on studies, morale as a factor in teacher growth, and community use of the school plant.

Referring to the use of the school plant, the authors point out that in some states legislation is needed in order to "authorize local school boards to establish and maintain social centers in connection with public schools, specifying some of the principal activities to be maintained."

In the discussion of community coordination of the school and the coordinating council, recreation is identified in the following statement, "Practically all councils report more activity in this field than in any other." They report the lighting of playgrounds, securing of new playgrounds, new facilities, equipment, clubhouses, swimming pools, community centers, extending present programs, securing directors, promotion of backward playgrounds, improving lifeguard service and securing the use and control of street for play.

The fourth part gives attention to "the evaluation of programs of supervision;" includes a lengthy and interesting check list of characteristics of a good school administrator, as well as the characteristics of successful and unsuccessful school principals.

Bibliographies and questions at the end of the various sections add to the value of the publication. The emphasis on the improvement of relationship with children and the modern conception of the place of the school in the community are most refreshing.—*W. C. Sutherland*, NRA Personnel Service.

Dance Songs of All Nations

Natalie. Edwin H. Morris & Company, Inc., 35 West 51st Street, New York 19. Pp. 31. $1.00.

A thirty-two page booklet containing tunes, music, and lyrics for simple dances for children. Each dance is based on a folksong and typical folk dance of such countries as Holland, Mexico, Hawaii, Israel, Poland, France, and so on—and in each case the lyrics are the dance routines. The dances are simple, suitable for the five- to ten-year-olds, and would be fun. Notes on simple costuming are included.

This book should help the inexperienced leader who wishes to include the youngsters in an international program. They will be useful, too, for playground and camp, for both singing and dancing. — *Virginia Musselman*, Program Service, NRA.

* See footnote on page 446.

Recreation Leadership Courses

Sponsored by the National Recreation Association

and

Local Recreation Agencies

November, December, 1955 and January, 1956

HELEN M. DAUNCEY Social Recreation	Washington County, Alabama November 7-10	T. B. Pearson, County Superintendent of Schools, Chatom
	Sumter County, Alabama November 14-17	E. W. Mellown, County Superintendent of Schools, Livingston
	Perry County, Alabama November 28-December 1	L. G. Walker, County Superintendent of Schools, Marion
	Marion County, Alabama December 5-8	Solon Gregg, County Superintendent of Schools, Hamilton
	Canton, Ohio January 16-19	C. W. Schnake, Recreation Director, Recreation Department, Canton City School District, Safety Building
	State of North Carolina January 23-February 9	Miss Virginia Gregory, Recreation Specialist, North Carolina Recreation Commission, Education Bldg. Annex, Raleigh
ANNE LIVINGSTON Social Recreation	Abilene, Texas October 31-November 3	Scott Fikes, Park and Recreation Department
	Wichita Falls, Texas November 7-10	Spencer Ellis, Director of Parks and Recreation
	Oklahoma City, Oklahoma November 14-17	Walter Gray, Jr., Community Workshop, Oklahoma Library Division, 3rd and Robinson
	State of Oklahoma December 5-15	George E. Hull, Assistant 4-H Club Leader, Extension Service County Agent Worker, Stillwater
	Prince Georges and Montgomery Counties, Maryland January 16-19	Mrs. Ellen E. Linson, Recreation Director, Prince Georges County, 4811 Riverdale Road, Riverdale
FRANK A. STAPLES Arts and Crafts	Iroquois, New York November 28-December 1	Dr. Hjalmar F. Scoe, Thomas Indian School

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Attendance at training courses conducted by National Recreation Association leaders is usually open to all who wish to attend. For details as to location of the institute, contents of course, registration procedure, and the like, communicate with the sponsor of the course as listed above.

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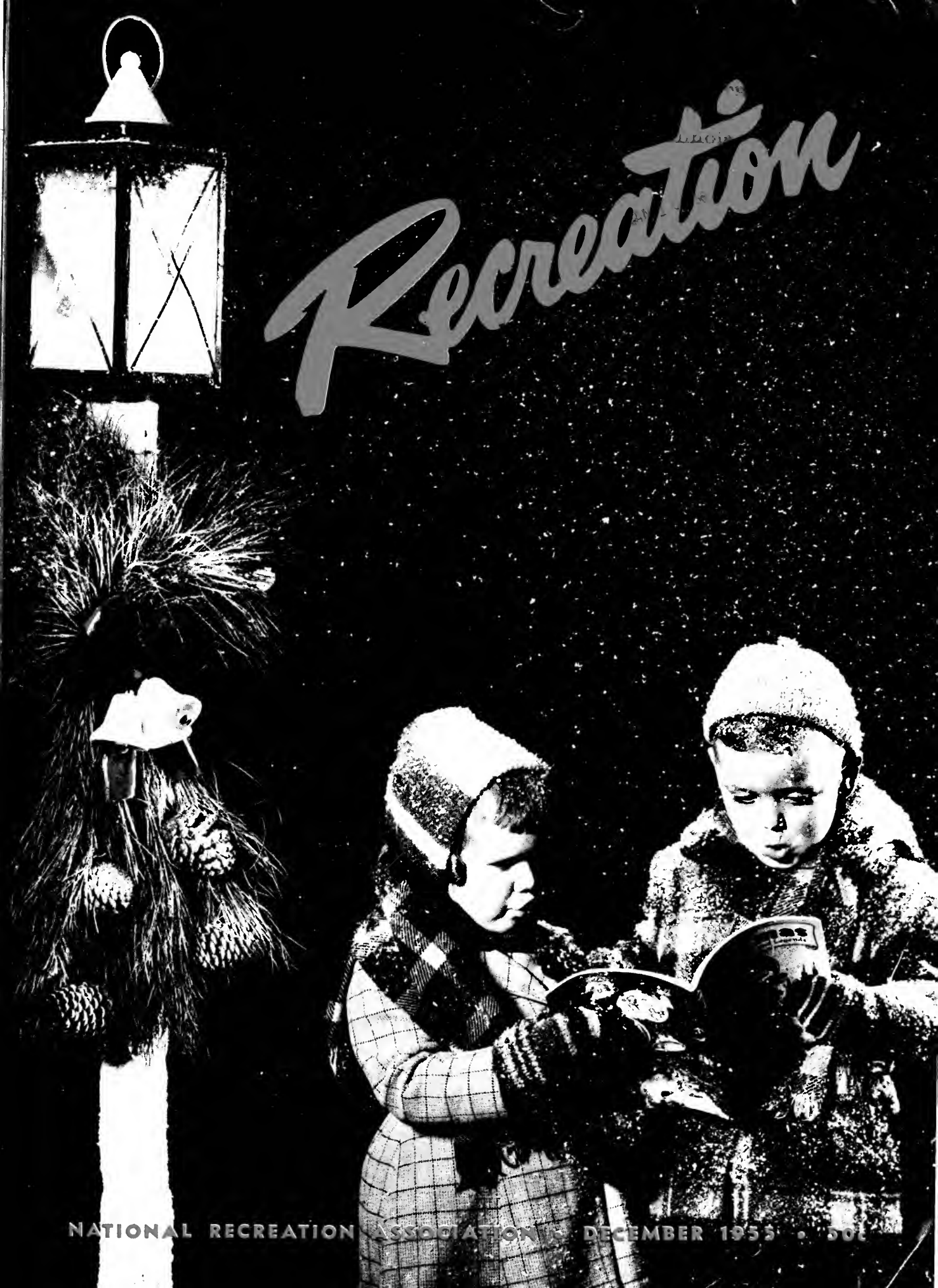

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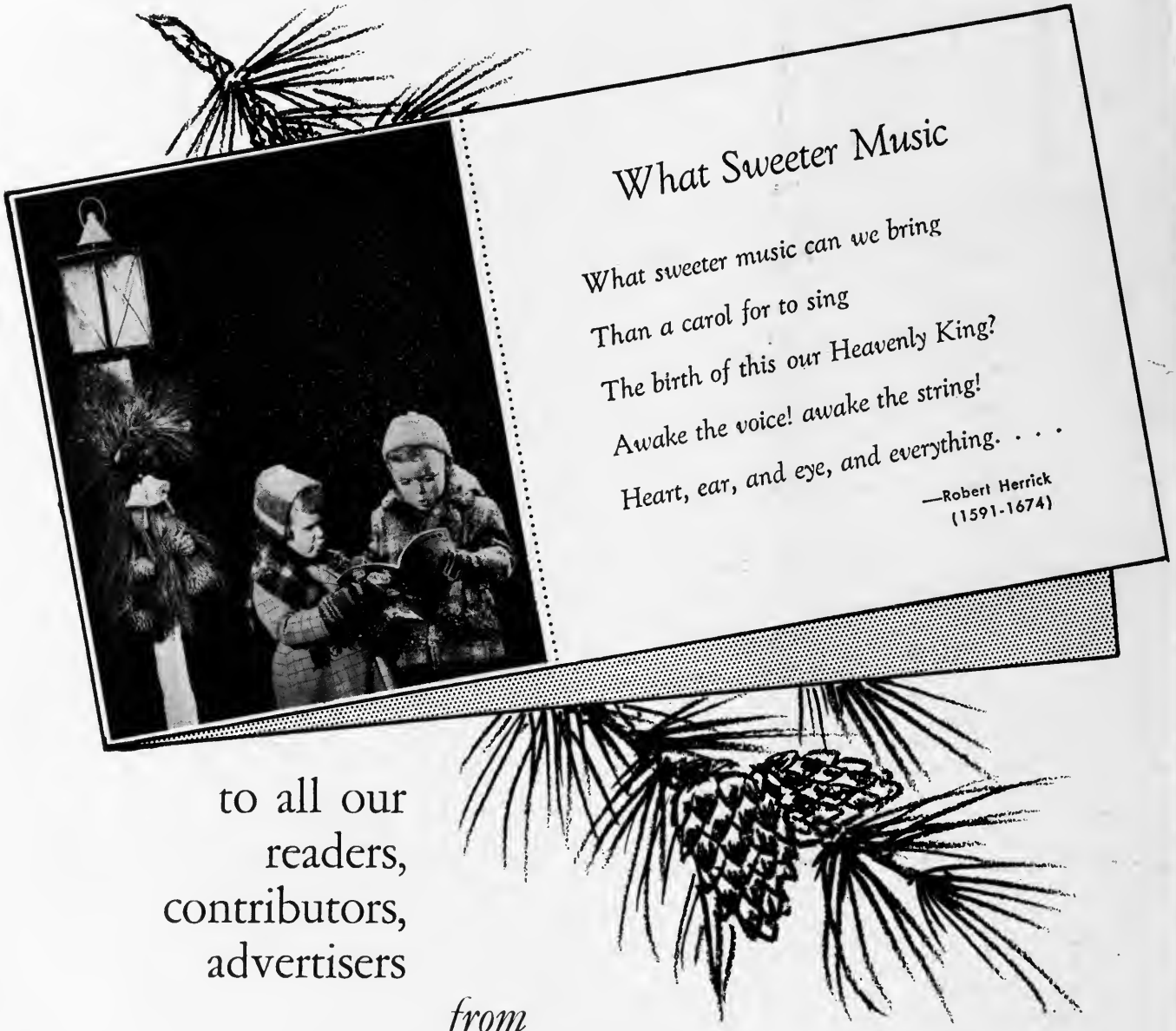
What Sweeter Music
What sweeter music can we bring
Than a carol for to sing
The birth of this our Heavenly King?
Awake the voice! awake the string!
Heart, ear, and eye, and everything. . . .
—Robert Herrick
(1591-1674)

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For further information regarding the association's services and membership, please write to the Executive Director, National Recreation Association, 8 West Eighth Street, New York 11, New York.

DECEMBER 1955

Recreation*

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On the Cover

"What sweeter music can we bring?" In the season of beauty and of peace, young and old, alike, raise their voices and their hearts to herald the coming of the Christ Child. Photo, courtesy Harold M. Lambert Studios, Philadelphia.

Next Month

Detailed announcement of spring district conferences of the National Recreation Association, with pictures. An over-all article on the cooperation of the local recreation department and housing authority gives a picture of what is being done in this respect throughout the country. Also: Dr. Morton Bard's Denver-Congress address on "Recreation's Role in Decreasing Anxieties of Hospital Patients"; the prize-winning program in the Sixth Army Service Club Program Contest, "Knowing Your World"; a detailed story of the Red Cross clubmobile program in Korea, "Recreation on the Move"; techniques of dealing with the problem child in "The Misfit—What Would You Have Done"? Park and recreation executives and leaders will not want to miss "Safety Program for Parks."

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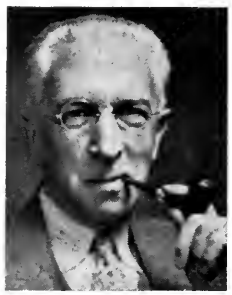
The Silver Angel



John W. Faust

"Daddy, lift me up. See the angel." For over one hundred years in our family that call has sounded on Christmas Eve. We will hear it again this December 24 and will lift up our nineteenth grandchild to gaze, as generations have before him, in starry-eyed wonder at the angel at the top of the Christmas tree. For this is not merely a silver angel. It is the talisman, the magic symbol of all the love and beauty, all the understanding and selfless devotion, all the gaiety and charm, the "living for the fun of it," the spirit of play, which are the glory of the real family, "the crown of religion" and the very essence of the Christmas season "when glory shone around."

Kleine Grossmutter, our great grandmother, brought the silver angel with her from Austria in 1848 in her dower trunk—with its handspun, handwoven linens — accompanied by her seven sons. Actually it is only nickle silver, about six inches tall, but platinum is lead in comparative value.

In this realm of the spirit we of the recreation profession are singularly fortunate. We touch people in their most malleable, most plastic state—at the time when they are free to choose what they will to do. The burgeoning of creative skills, physical prowess, nature, music, drama expression are valid signs of leadership in our chosen field. But we have often said to any who would listen that one of the most important criteria of a community recreation program is: does it enrich family life?

Isn't it of transcendent importance that we help people—families, individuals—to discover and create these spiritual talismen, these inner-sanctum symbols in their lives? These small things—events, happenings of no intrinsic value—have the magic power, when seen or thought about, to restore again, in a flash, the dimmed or lost vision of the heights we would have scaled at dawn, of the great plan we laid out by which to build our lives.

This is a matter of more than techniques, skills, professional know-how. It is more in the realm of the spirit. It calls forth the dedication of the Hippocratic Oath. It is the supreme hallmark of the true recreation leader.

These symbols are infinite in variety. The silver angel is but one of our own. Let us illustrate: two Junes ago, after much planning, we gathered twenty-seven of our immediate clan for a celebration. Chatting after dinner, one of our six children came out with, "*Didn't* we have fun though!"

For her, it was Thanksgiving and Christmas; for another, it was our trips abroad in Manhattan; for one son, it was our workbench creations; for another, our fishing trip to Henderson Harbor; and, for all, our Friday play nights.

When we were small boys we often heard an urgent call from mother, "Boys, come quickly!" We always knew some wonder awaited. She might be standing beside a west window calling us to see the sunset; or it might be she had uncovered spring's first arbutus, or found a rare pink orchid. On the days when a spanking breeze blew across the water, the sky azure blue and cumulus clouds like myriads cut from the same giant cookie cutter rimmed the whole horizon, she was radiant and shared her glory with us.

She taught us through eyes, ears (or sight, sound, fragrance, touch) the prodigality of beauty surrounding us—beauty in the grain of the pattern of wood, the glory of autumn coloring, not only Bach and Wagner but the different tones of music played by the wind in willow, oak, and pine, the good smell of fresh turned earth, of shrubs and flowers, the pleasure in the feel of cool jade, saddle leather, fine textiles and fabrics.

In the present, those days bring in flash-review the pageant of all the things which family meant to us.

Likewise we, as recreation leaders, as parents, friends, or neighbors, have a responsibility, a rare privilege to help those we touch to discover, catch, create, or rediscover such talismen of the soul which in times of stress buttress our fortitude and, like the philosopher's stone when touched, turn the leaden skies of living into the sunset's purest gold and rose.

May the spirit and all the eternal verities — for which "The Man from Nazareth" lived and died—suffuse, inspire, and lift your lives and work this Christmas season and through the years ahead. ☆

MR. FAUST *is Middle Atlantic District representative for the National Recreation Association.*

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NATIONAL RECREATION ASSOCIATION

Things You Should Know . .

▶ NEXT MONTH MARKS the 250th anniversary of the birth of Benjamin Franklin (January 17th, 1706), and an international celebration is being promoted by the Franklin Institute, Benjamin Franklin Parkway at 20th, Philadelphia 3. The National Recreation Association is one of the sponsors of the program. International Printing Week, Printing Education Week and National Thrift Week will be dedicated to this man's long fight for freedom of the press. Music Week will feature Franklin's songs. (Some few copies of these are available free from National Music Week Committee, National Recreation Association, 8 West Eighth Street, New York 11, N. Y. First come first served.)

Benjamin Franklin was, incidentally, a swimmer extraordinary and the earliest American advocate for the inclusion of athletics in the regular curriculum of the schools.

Do something in your program to pay tribute to this great American figure. The Institute will be glad to furnish ideas and material about him.

▶ THE TENTATIVE DATES OF FEBRUARY 29 TO MARCH 2 have been selected for a Southeastern Park and Recreation Workshop on park planning, maintenance and operation. Park and recreation executives voted to sponsor this at the Louisville meeting on September 21, in connection with the annual conference of the American Institute of Park Executives.

▶ NEW YORK STATE BANS HORROR COMICS. A law passed by the New York State Legislature makes it an offense to publish or distribute comic books devoted to sex or brutality, or to sell or show any other literature exploiting sex or crime to persons under eighteen. Violation of the law, which became effective July 1, is punishable by a $500 fine or a year in prison. (UNESCO Features)

▶ RACIAL SEGREGATION in public parks, on playgrounds, golf courses, and bathing beaches was banned by a Supreme Court ruling, November 8, 1955. Unanimous rulings in two cases applied to public recreation facilities, according to the *New York Times*, once more ruling against the doctrine of "separate but equal" facilities for whites and Negroes—as in the school segregation cases.

▶ YOUTH GROUP ACHIEVEMENT AWARDS, for teen-age groups performing the most outstanding public service from June 1, 1955 to May 31, 1956, are offered by *Parents'* Magazine for a second year. Certificates and cash awards of $1,000 will be given. Boys, girls, or both, in groups of at least ten, are eligible to participate. Last year's winner was the Youth Advisory Board to the Governor's Commission on Human Rights, in Madison, Wisconsin. Other groups were honored for such accomplishments as recreation projects, community education on public questions, and clean-up campaigns.

Nominations must be made by June 1, 1956. Forms, which have already been sent to all affiliate members of the National Recreation Association, are also available from *Parents*, 52 Vanderbilt Avenue, New York 16, New York.

▶ RECENT STATE ACTION. An act authorizing counties, cities, and towns to co-sponsor recreation services was passed by the Texas Legislature and signed by the Governor on June 17. Texas recreation officials hail this as one of the most important developments in recent years. For the first time, expenditures from the general funds of counties are authorized to pay salaries of recreation personnel. The new bill also permits the creation of recreation districts whereby two or more cities or towns may provide recreation services jointly.

▶ A NATIONAL ART CONTEST FOR THE HANDICAPPED, the first of its kind, was opened in Washington, D. C., in October and will extend until May 1, 1956. Jointly sponsoring the six-month contest are the President's Committee on Employment of the Physically Handicapped, the Office of Vocational Rehabilitation of the Department of Health, Education and Welfare, the Veterans Administration, and the Morris Morgenstern Foundation of New York City, a philanthropic organization, which is financing it.

Twenty-two prizes, totaling $3,050, will be awarded. They range from a first prize of $1,000 to ten consolation prizes of $50 United States savings bonds.

Contest details may be obtained from the Morris Morgenstern Foundation, 119 West Fifty-seventh Street, New York 19, New York.

▶ A UNION ELECTION TO BE HELD BY PARK DEPARTMENT EMPLOYEES in January was authorized by the New York City Department of Parks, in October, thereby placing that department among the first of its kind to authorize an election to determine union representation among its employees.

▶ PROGRAM OF ASSISTANCE TO STATES, as reported by the Division of Cooperative Activities, National Park Service, for the fiscal year ending June 30, 1956, includes total funds of $90,395, divided as follows: region one, $14,425; region two, $7,765; region three, $9,125; region four, $15,010; region five, $7,500; the Washington office, $36,570.

The Branch of State Cooperation of the Division of Cooperative Activities has basically these functions: (1) providing direct assistance to states by correspondence and personal consultation; (2) undertaking surveys and studies in the park and recreation field; (3) assisting states, in cooperation with the General Services Administration, by investigating and reporting on surplus federal properties for public park, recreation and historical monument purposes and enforcing compliance with the terms of conveyance; and by investigating public domain lands requested by state and local agencies for public park and recreation use and furnishing recommendations to the Bureau of Land Management; and (4) acting as a clearing house of information on state and other non-federal park and recreation areas and problems.

▶ NRA PERSONNEL CHANGES: Arthur Todd, National Recreation Association representative in the Midwest District has been granted a leave of absence, at the request of the United States Air Force, for an important assignment in Europe. Harold Lathrop, formerly engaged in NRA service to states and in extensive field work in the Midwest, has been appointed as acting district representative during Mr. Todd's absence. For the time being, therefore, the Association's Midwest District address will be P. O. Box 3306, Denver 12, Colorado.

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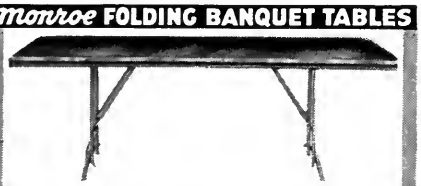

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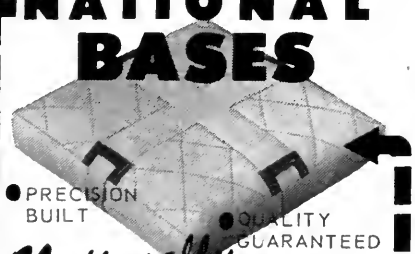

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—The Editors.

Physical Fitness

Sirs:

Upon receiving the latest NRA membership letter, I was very interested in reading about the President's conference which was to be held September 27-28 at Lowry Air Force Base in Denver and had to be postponed.

As to the purpose of the meeting in relation to starting a youth fitness program, it really inspires me to an utmost degree, especially because next Monday night we are meeting for the purpose of starting a youth center here in our little community. I am enclosing a clipping showing that even in rural communities a youth fitness program can be started by individuals, on a volunteer basis, if they are interested. I think our program could be helpful for men like C. C. Johnson Spink, the sporting goods dealer, who is very interested in developing a youth fitness program for rural areas or average middle-income neighborhoods.

Our present project is the building of the "Playground of the Presidents." On each piece of play equipment, a sign is mounted with the name of a president —for example, George Washington. year he was born, years he was president, and year he died.

This sets an education standard for the child, to become familiar with the leaders of our country. It also makes the child respect the equipment when it has to be gotten on a volunteer basis; and it gives me an out when I support something new, as I can ask persons if they would be interested in helping toward this project in memory of Abraham Lincoln, and so on.

LEN BERRYMAN, *Berryman Park Community Playground, Bridgeport, Washington.*

City-School Cooperation

Sirs:

I have read the September issue of RECREATION and notice the close tie-in of recreation with the schools. I do not agree with this trend of thought.

I am just wondering if this is the policy that the National Recreation Association is now following, as I notice that there has been an increasing number of articles in our magazine regarding recreation in our schools.

I believe I am safe in saying that there are many professionals in the field who do not agree with this type of thinking and are now experiencing a very poor relationship with the schools. I would like to hear the other side of this question discussed a little bit; in other words, recreation as a community obligation, such as police and fire departments, and so on.

Schools, in many cases, have to ask their communities to subsidize the salaries of their coaches and many of their teachers. If they are going to have to do the same for a recreation worker, they might as well put him under the city recreation program.

The schools, in the past, have not been very consistent with their athletic policies, and I certainly would not want to jeopardize recreation by putting it in the hands of those not properly trained for it. I can understand the feelings of the educators on this problem; they are interested in keeping this field harnessed to the education program, but I believe that these same educators could contribute a lot more to recreation by turning over to the movement any good ideas submitted to them in theses, written by their students, instead of keeping them secret. These ideas could be acted upon by the recreation field at large, and many instructive ideas possibly would be developed thereby.

I also believe that these educators could help their students greatly by bringing in men actually in the field of recreation to talk to the students, answering questions and submitting practical ideas, instead of just teaching the students the theory of recreation. In other words, the student would be well rounded in recreation when he starts working for a director.

I am very much disturbed by this one-sided attitude which is being taken on the subject.

SELWYN ORCUTT, *Superintendent, Recreation and Parks, Fayetteville, North Carolina.*

• Repeatedly, through its publications, conferences, field work, the National Recreation Association has emphasized the fact that recreation is a distinct and essential function of local government, and, in city after city, it has opposed attempts to place the administration of public recreation under a local school system.—Ed.

Letter to Sid Lutzin

I was very interested in your challenging editorial in the September issue of RECREATION, "Preventing Juvenile Delinquency."

You're right, there seems to be a definite "don't-give-me-that-old-delinquency-prevention-stuff" attitude on the part of many recreation directors, and in looking over the "Goals and Philosophy" of my own commission I see no mention of delinquency prevention. The nearest thing is that we are trying "to seek out people who are shy, socially unwanted, lonely, or unskilled, and encourage them to participate in activities which meet their needs." I'm not sure we are doing that too well either.

I think you have a very good point and I, for one, plan to bring it up for discussion at our next commission meeting.

CHARLES S. BRAND, *Recreation Director, Painesville City Recreation Commission, Painesville, Ohio.*

Recreation Education

Sirs:

Regarding "Recreation Education" by Harlan Metcalf in your September issue: "Recreation is what you do because you want to when you have the spare time to do what you want to do" is a good definition for recreation. This kind of recreation, however, may be good or bad. Recreation education, education for the worthy use of leisure, carries this one step further and gets across a better idea of what we, as recreation personnel, are trying to do.

There is much discussion about how to make sure that recreation education points out the good path rather than the bad path, so often lumped under the term of "juvenile delinquency."

Being human beings, we will choose quite naturally to do those things which we can do well. We don't want to get shown up. We want to be accepted by a society, any society, so we are naturally drawn to the society dealing with the line of least resistance—that which we can do easily or well. As stated, this can lead into poor company (or should we say "socially unacceptable" company) or that which is accepted by our peers.

It seems to me, therefore, that we have quite clear signposts to follow. We must educate our teachers in recreation to show people how to learn various skills in groups of their peers. We must also educate our family groups to search out those activities in which the whole family can participate together. If we can do these two things—admittedly easier said than done — we will have done away with much of the socially unacceptable behavior making the newslines today.

It is still true that the family which "plays together; stays together" . . . and any activity the entire family likes to partake of would almost invariably be acceptable to society. Broken homes and the juvenile problem would seem to be bred out of existence in the blossoming of a new flower (recreation).

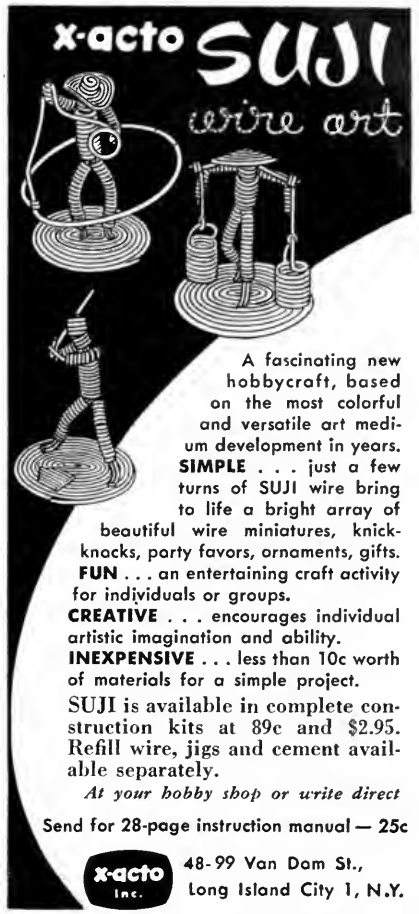
Such learning would seem to indicate a bit more emphasis on those sports and activities which can be done with little or no expense, with one person or many, with coeducational groups, with much or little training, and with or without muscles. This latter qualification would emphasize the fact that they could be enjoyed throughout the rest of the person's life span, at least to a greater or lesser degree depending upon later physical well-being. While I am not a champion of special sports over others, I do think a core program in any recreation department should include sports to fit the above presented qualifications, such as bowling, swimming, dancing, golfing, and so on.

If these sports can be taught in age classifications in a manner so that no one feels self-consciousness, the individuals will naturally progress from beginners to enthusiasts. Such enjoyable results will later lead to learning another skill, and eventually others. That first interest is the one to capture. After, it gets easier and easier, just like getting that first olive out of a bottle.

One example of such a program, which is meeting with wonderful success everywhere, is being tried in the bowling classes sponsored by the American Junior Bowling Congress. Local teachers are trained by state-authorized congress instructors. Classes are given for two weeks, then students try out their skills and develop them through twenty weeks of league bowling in their own age groups. Classes are started at six years of age and include all age groups through seventeen. They are divided into classes, six to eight, nine to twelve, and thirteen to seventeen, with the boys and girls taught separately. It seems to be an ideal setup, and the idea could easily be adapted to other sports, I should think.

This is the type thing which defines real recreation education. And such education can not be said to emanate from only one source, the recreation department. A picture of recreation education would have to look something like a wheel—with the hub as recreation education. Leading to it would be the spokes, and they would have to be labeled: recreation department, school, church, family. Since all these forces mold the individual, why shouldn't they work together and get the best possible results?

ROBERT L. LOEFFELBEIN, *Superintendent, River Road Parks and Recreation District, Eugene, Oregon.*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CHRISTMAS

The Tradition of the Christmas Tree

WITHIN a few weeks now your home will probably be graced with the fragrance of a Christmas tree and bright with wreaths of evergreen and holly or sprigs of mistletoe. Your tree will probably be bright with lights and decorated with shiny glass balls and tinsel or possibly with ropes of popcorn and cranberries. All of these things have for years been to us part of the "Spirit of Christmas."

How did these things which are now traditional become traditions? Even before the Christian era the foundations for our acceptance of Christmas symbols were laid. Ancients believed that evergreens were symbols of eternal life and worshipped them as such. Each tree was believed to be the home of a god or goddess, and firs were especially revered because their always-green needles proved to the superstitious people that even the sun loved evergreens best, as he never turned his face from them to make them die. The ancient poet Virgil describes the decoration of a fir with gifts which were intended as prayers to the god. Early Egyptians also had a winter festival during which they brought small palm trees into the houses and decorated them.

Many times Martin Luther is given credit for originating the Christmas tree as such. It is said that he was walking through the hills one snowy Christmas Eve and became so impressed with the beauty of the stars shining through the branches of snow-covered evergreens, that he immediately took home a small tree and decorated it with candles for his children. This story may be fact or fiction—but it is true that Germany was the real home of the Christmas tree. From 1700 on, the decorated tree was customary in Germany. During the American Revolution, lonely Hessian soldiers brought the custom to our country. The idea was quickly adapted here. Written records show its wide acceptance by 1840. No trimmings were used at first, then gradually tufts of cotton to represent snow, and strings of popcorn and cranberries were added —finally pictures of food, or actual foods such as cookies or apples, were used. It is easy to see how brightly colored apples and oranges, which were true luxury gifts in the early days, could have been the forerunners of the glass balls we use today.

One of the more familiar legends concerning the Christmas tree is the tale of Sir Wilfrid, an early Christian knight, who sought to prove to his converts that they had severed all connections with the pagan Druids. The Druids had especially worshipped oak trees; so, on this day, Sir Wilfrid chose a mighty oak and chopped it down to show how the Druids' pagan power had been destroyed by Christianity. According to the legend, as the oak fell, it split—and from its center sprang a young fir. Sir Wilfrid thereupon declared the fir to be the symbol of Christianity, as its wood was the wood of peace (since homes were built from it); also, it pointed straight to Heaven, and its needles were green, as with eternal life. He commanded his followers, "Gather about this tree, not in the wildwood but in your own home, for it will shelter no deeds of blood, but shall be surrounded with loving gifts and rites of kindness."

Another unusual legend as to how trees came to be decorated is found in both French and German folklore. According to this tale, a knight riding through the forest on Christmas Eve was suddenly amazed to see a huge fir glittering with candles — some right side up and some upside down. At the top shone a brilliant light, which, as he rode closer, became the outline of a baby's face. The knight rode quickly home, telling everyone of his vision. Peasants and wise men alike were baffled, but, at last, a kindly old grandmother told the knight that the tree was the tree of humanity—good souls represented by upright candles and bad souls represented by the inverted candles. The baby, of course, was the Christ Child—watching over the entire world on Christmas Eve — and, explained the grandmother, the whole country was blessed by the light of such trees during the holiday season.

These are but a few of the tales surrounding the origin of our Christmas tree. Whether it be legend or history it is sent with the sincere wish that this may be for you a truly merry Christmas season.*

* Reprinted with permission from the December 1954 *Conservation Bulletin*, published by Division of Conservation, Michigan State College, Lansing, Michigan.

Among Other Legends

A Christmas legend collector for many years, Mr. Wrightson Christopher,** says that although the traditions of Christmas are many and some can be traced, most are lost in the dim recesses of history. Many of the well-known legends have been immortalized in Christmas cards.

The story of St. Nicholas, patron saint of children, is one rooted in fact. A man named Nicholas was born in Asia Minor back in the ninth or tenth century, the son of a wealthy bishop and a charitable mother. When his parents died, Nicholas gave away everything his parents left him. After his death he was named as the patron saint of children whom he particularly loved.

"I am often asked," notes Mr. Christopher, "whether homes all over the world have Christmas trees. The answer is no. It is the Christmas *crib* which is more widely known as a symbol. It is the *crèche* in France, the *nacimiento* in Spain, and the *Krippe* in Germany. In many European countries the crib is carried through the streets by groups of singing children and is a feature in many homes during the Christmas holidays just as the tree is in the Northern European countries and here."

Among the ancient legends of Christmas is that of the Christmas candle. It tells of a shoemaker who lived in a cottage on the edge of a village. Although a poor man, he placed his candle in the window each night to guide travelers. Despite wars and hardships and illness his light never wavered. This inspired the villagers and at the Christmas season nearly every villager placed a candle in his window. The custom grew and became universal.

Another undying tale is the legend of the Christmas rose. A little shepherdess watching from afar wept because she had no gifts to offer the Christ Child. As her tears fell to the ground, flowers sprang up. These the child gathered and hastened to bring to the infant Jesus to add to the gifts brought by the Wise Men of gold, frankincense, and myrrh.

There is an interesting German legend which explains the origin of the pine cone, widely used at Christmas time. This tells of a poor woman climbing a mountain to pick up pine cones for fuel. She was approached by an elf who told her to "take only the cones under this tree." The woman picked up the cones indicated, and when she arrived home she found that they had all turned to pure silver. Thus, the silver pine cone which we know today.

One legend has it that when Christ was born all the trees burst into blossom and bore fruit. Birds sang and all the forest was transformed into a magic garden. There was sound of bells on the night air and many angels singing.☆

Below, Saint Lucia, with crown of candles on a wire vegetable frame, sits beside the *Jul-Docka* and a Christmas tree trimmed with wheat stars and small Scandanavian flags. All this was part of a Norwegian Christmas celebration put on by the San Francisco Recreation and Park Department's UNESCO program directed by Aileen G. Jones. The *Jul-Docka*, traditional Christmas symbol in Norway, was made out of raffia over a wooden frame padded with packing. The wheat stars were made of toothpicks glued together and tied with colored cord. For a period of eight or ten weeks, the children learn how to play the games, sing the songs, dance the dances, and make simple handcraft articles representative of other nations; after which a program is presented for parents and friends. Norway was the first country to be studied in this fashion. The children were enchanted by the customs and folklore.

** Mr. Christopher is general manager for Rust Craft, greeting card publishers, Boston, Massachusetts.

Operation DENVER

BOUND for the Mile-High City, the plane came down through the snow clouds and taxied across the field to the air terminal. As delegates to the 37th National Recreation Congress disembarked, they were met by a delegation of girls from the city recreation department, who held aloft a large "Welcome" sign. They, appropriately, brought a carnation for each visitor's buttonhole —for Denver is the carnation capitol of the nation. This was a first sample of the cordiality of the Denverites which extended throughout the week. The local arrangements committee, the recreation department, the Colorado Recreation Society, volunteer bureau, and other local organizations did an outstanding job of helping Congress machinery to click along smoothly. Their friendly faces were everywhere and many of them could be easily identified by their Western dress.

From a first glance at the thronged lobby of the Shirley-Savoy, headquarters hotel, it appeared that attendance would be good. It was! Twelve hundred and fifty delegates registered. They had come to Colorado from forty-seven states, Canada, Hawaii, Alaska, the Canal Zone, and six foreign countries—Egypt, Saudi Arabia, Germany, the Netherlands, Okinawa, and Brazil. Every meeting during the week was well-attended, and the watchword of the entire Congress seemed to be "participation." Delegates threw themselves into the discussions with a noticeable ardor and lack of self-consciousness. They really got things done!

Letters from those who attended are now coming into the National Recreation Association and contain interesting comments. "A tremendous wealth of information was given out by the panels at the meetings I attended," writes an executive from New Jersey; while from a recreation director in Indiana, "The Denver meeting was, in my opinion, a refreshing deviation and as interesting a congress as we have had in nine years. Why? I have gathered from colleagues that the pleasant congeniality and informal approach was the 'gimmick'."

The use of three hotels, Shirley-Savoy, Cosmopolitan, and Brown Palace, did not seem to bother anyone. The weather miraculously cleared on the first day, and the short walk from one to another in the warm Colorado sun proved to be a refreshing break between meetings; and strangely enough, all sessions started more promptly than has sometimes been the case in other years.

Underlying the business of the week was a concern for the illness of President Eisenhower at the nearby Fitzsimons Army Hospital. At the convening session, Joseph Prendergast, executive director of the National Recreation Association, read Mr. Eisenhower's letter to the Congress (see page 475) and dedicated the 37th national meeting to the nation's President, "a great statesman, friend, and recreationist." The invocation, given by the Reverend Harvey W. Hollis, executive secretary of the Denver Area Council of the Churches of Christ, led off with a prayer for Mr. Eisenhower's recovery.

Denver residents had been called upon to give "proper recognition" to the recreation meetings, following a proclamation of "Recreation Week," by Mayor Will F. Nicholson in recognition of the National Recreation Congress, the annual meeting of the American Recreation Society which preceded it, and President Eisenhower's special conference on physical fitness—which, unfortunately, had to be cancelled. Experts from the Congress addressed more than two thousand business and professional men in various service club meetings during the week (see page 488).

Work and play were one and the same thing during the entire Congress and added emphasis to the remark of Dr. Albert S. Raubenheimer, educational vice-president of the University of Southern California, that "work and recreation should not be regarded as two separate things."[1]

The only mother-daughter team in recreation today took an active part: Mrs. Margaret B. Smith, director, children's programs, Detention Home, Roanoke, Va., and Shirley Smith, assistant superintendent of recreation, Petersburg, Va.

[1] See under "General Sessions."

DOROTHY DONALDSON *is the editor of* RECREATION.

The 37th National Recreation Congress Story

Dorothy Donaldson

Among The Guests

Civic leaders and volunteers played their usual prominent part in the program. Many members of recreation boards and commissions were present—those from the National Recreation Association Board of Directors, Mrs. Paul Gallagher of Omaha and Mrs. Rollin Brown of California, chaired several general sessions.

Delegates included top recreation executives and program leaders from all over the country, recreation specialists and trained leaders from all government levels, federal, state, and municipal, from hospitals, social work agencies, correctional institutions, churches, schools, business and industry, the armed forces, and from other lands.

A few among the many distinguished guests and specialists other than those scheduled to address general meetings were: Dr. Morton Bard, research clinical psychologist, Memorial Center for Cancer and Allied Diseases, New York City, whose excellent talk to the hospital recreation section of the Congress on "The Role of Recreation in Relieving the Anxieties of Patients" will be published in the January 1956 issue of RECREATION; Donald H. Goff, chief, Bureau of Classification and Education, Department of Institutions and Agencies, Trenton, New Jersey, who served on the panel of the meeting on "The Function of Recreation in Correctional Institutions"; Theodore Soja, Juvenile Court, Denver, who chaired the "Workshop for Recreation Leaders in Institutions for Adolescent Offenders"; C. C. Bream, Jr., chief, Recreation Division, Special Services, Veterans Administration, Washington, who chaired the hospital recreation clinic on "What's Your Problem"; and ever so many others.

Trends

All attending the Congress were talking about today's big problems; automation; increase of leisure; the urgent need for more land for recreation purposes; the stresses and strains of today's culture, which are crowding our hospitals for the mentally ill; a relaxation of respect for law and discipline, resulting in juvenile delinquency, vandalism and crime; the rapidly growing fringe areas, with the influx of these people into cities to use municipal recreation facilities. In relation to this last problem, it was discovered that half of the attendance at each meeting on rural recreation was made up of representatives from large cities.

Among Regular Services

All regular Congress services were located in the Shirley-Savoy. The displays of commercial recreation products utilized every bit of space in the three rooms set aside for them. Exhibitors were helpful in advising on equipment problems.

A report from the job mart, which was thronged as always, states that the people with vacancies to fill outnumbered those looking for jobs. On the whole, salaries being offered were still lower than they should be. Air Force, Army, and Red Cross recruiters seeking civilian recreation workers also were stationed at the Shirley-Savoy.

The press room was one of the nerve centers of the Congress. Press coverage was good, even though press wires and reporters were tied up in connection with President Eisenhower's illness. Many radio and television interviews were arranged for delegates.

Bibliographies of articles on Congress topics, which have appeared in RECREATION magazine through the last few years, were again distributed in the discussion sessions, and collected sets [2] of these given out upon request, in the consultation center.

With its bright display of NRA publications, the consultation center was busy again, making appointments and filling orders and requests for published materials. There seems to be some question regarding the title of this center for another year. A few delegates thought the present title unclear or confusing. Any suggestions? ➤

[2] Available from the National Recreation Association upon request.

Douglas S. Powell, right, associate editor, *The American City*, discusses his publication with Bevier Butts, city recreation director, Waukegan, Ill. *The American City* runs a monthly recreation page edited by Joseph Prendergast.

New This Year

1. A reporter assigned to cover each meeting for *The Scoreboard*. This daily newsheet came into its own, and did a good job as a replacement for the "Rough Draft" of previous years. Reporters turned in their reports immediately, for use in the next day's issue. With the addition of announcements and other news items, this publication presented a nearly complete coverage of the Congress in capsule form. Many delegates took home a collected set, to be used in their reports.

2. A morning convening session. The Congress was officially opened by Joseph Prendergast at a general session on the first day, Tuesday, at 10 A.M.

3. The services of an official photographer for the Congress were contributed by the Nehi Corporation, manufacturers of Royal Crown Cola, and were greatly appreciated. His pictures appear with this report and with the picture story on pages 475—477.

Special Conferences and Meetings

The all-day conferences — Administration Problems of Chief Executives, Recreation for Business and Industrial Workers, Recreation in Correctional Institutions, Recreation in Hospitals, Town-Country Recreation—took place on Tuesday.

All NRA national advisory committees held meetings at some time or other during the week. The National Advisory Council met at dinner on Tuesday and again at breakfast on Thursday. Luncheons included: Red Cross group at Fitzsimons Hospital; separate ones for various state groups throughout the week; one for National Advisory Committee on Defense Related Services. Pre-session conferences of panel members took place at breakfast or lunch. The Michigan Recreation Society held their annual "Wassail" party. The NR-1 group, composed of those delegates who traveled together to the Seattle Congress on the special tour via the Northern Pacific Railway (National Recreation Train #1), held their third reunion at breakfast. They voted to give a tea at the Philadelphia Congress next year, to which each member will bring one international delegate.

On Thursday afternoon, Arthur Williams, assistant to the executive director, National Recreation Association, gave a reception for Brigadier General Richard H. Carmichael, USAF. That evening Mr. Prendergast gave a special dinner for the presidents of state societies and associations; and Mrs. Paul Gallagher gave a dinner for Edgar Ansel Mowrer, journalist, commentator and guest speaker of the evening.

Wives' Program

Denver hosts welcomed Congress wives with plans that made their hard-working husbands gnash their teeth in envy. First, there was a luncheon at the Top of the Park restaurant in the Park Lane Hotel, where they fully enjoyed its beautiful view of the mountains. Then a trip called "The Cherokee Trail" took them by bus through the nearby mountain parks to Central City —scene of old-time mining days—returning through Boulder and the campus of the University of Colorado. On Thursday morning, another "bus party" gave them the opportunity to see spots of historic interest; and, of course, they joined Congress activities in the evenings.

Demonstrations and Workshops

The demonstration of creative drama on Tuesday afternoon drew executives as well as program leaders. John P. DePuglio of the Children's Playhouse, Junior Entertainment, Inc., University of Denver, brought a large group of local children with him to help in showing the steps in such a program.

At the bowling clinic, on Wednesday, the bowling lanes were filled with active participants, while Milton Raymer and Ed Hoey of the American Junior Bowling Congress instructed in the techniques of teaching bowling.

The puppetry demonstration that evening was outstanding and attracted a large audience. Put on by the Denver Puppetry Guild, which had erected two puppet theatres, the program was introduced by Mrs. Lois Hurt, president of the guild, with the assistance of her daughter and of "Mrs. Zilchgardner" —a humorous gourd puppet created by Mrs. Mary Pauline Steele. It included a display of various types of puppets and marionettes, covered the use of shadow puppets, hand puppets, marionettes, and the making of them. Several brief

Mrs. Lois Hurt, president, Denver Puppetry Guild, displays some of the cast in evening's demonstration.

shows were presented, as well as a special hand-puppet performance illustrating traffic safety rules, by the Denver Police Department. Among the exhibits were puppets made by Denver school children and scenes from slides and motion pictures of the operas created by the Century Marionette Guild with the assistance of young people of high-school and college age.

For the demonstration of recreation for the handicapped, on Thursday, Mrs. Morris H. Pomeroy, director and founder of the Recreation Center for the Handicapped, San Francisco, brought a fascinating display of pictures, as well as craft projects, and games especially made for the center by handicapped participants, or by other organizations. The work being done there is amazing. (See "Recreation Center for the Cerebral Palsied." RECREATION, April, 1954.)

The arts and crafts workshops that same morning and afternoon were led by Lester Griswold, craftsman from Colorado Springs. They literally swarmed with people undertaking all sorts of craft projects.

General Sessions

These were held morning and evening, when experts who addressed the assembled Congress presented a broad look at the forces which are shaping the future of the recreation field.

The convening session, on Tuesday

morning, started off with singing led by the fabulous and entertaining Robert (Bob) Smith, music coordinator in Denver, who was in charge of music for other sessions during the week. (See "Music as Recreation in the Mile-High City," by Robert Smith, RECREATION, May 1955.)

Joseph Prendergast chaired the session, welcomed delegates, and paid tribute to previous Congresses, dating from 1907. He introduced members of the 1955 Congress advisory committee sitting on the platform, and called upon J. Earl (Curly) Schlupp, director of recreation in Denver, to present members of the local arrangements committee, the Colorado Recreation Society, and the Denver recreation department staff.

Mr. Prendergast congratulated the American Recreation Society on its 1955 annual meeting. and pledged his support for a mature, cooperative relationship, between the society and the National Recreation Association, "in a way which will be best for the national recreation movement and the people of America." Greetings were extended to delegates from Governor Edwin C. Johnson, who was ill and unable to attend, by Lieutenant-Governor Stephen L. R. McNichols, and from Mayor Nicholson, who was in Washington, by Willard N. Greim, who, as of January 1, 1956, will head the new Denver Recreation and Parks Department under its new charter amendment.

The speaker of the morning, Harlow O. Whittemore, head of the department of landscape architecture and planning. University of Michigan, who spoke on "Acquiring and Preserving Open Spaces for Recreation," urged a reappraisal of the open-space needs of municipalities for recreation use. [3]

On Tuesday evening, delegates were treated to beautiful selections by the Denver Municipal Chorus under the direction of Bob Smith. Mrs. Rollin Brown substituted for Henry W. Meers of Chicago as chairman of the meeting; Thomas E. Rivers, secretary of the Congress, who is now abroad arranging for next year's international congress, greeted delegates via a recording; and Dr. Raubenheimer spoke on "Creative Aspects of Our Recreation Programs." He suggested a critical appraisal of recreation activities, saying that recreation is not just something to keep people busy in idle hours, not just an escape from boredom—it should contribute to fulfilment of individual potentialities. [3]

Dr. Charles B. Hershey, Colorado Springs Parks and Recreation Commission, chaired the third general session on Wednesday morning. Awards for the Sixth Army Service Club Competition were presented by Virginia Musselman, NRA Program Service, and were received in behalf of the winners by Hazel H. Donner, staff service club director, Sixth Army Headquarters. (See page 488 for list of winners.) The program which won first place will appear in the January 1956 issue of RECREATION. Others will follow in future issues of the magazine.

Both speakers of the session spoke on "A Bold Program for Recreation in the Future." Brigadier General Carmichael appealed to recreation leaders to help servicemen and their families to participate in community life, to become an integral part of it.

George Hjelte, general manager of the Los Angeles Recreation and Parks Department, called for support for the "people's recreation movement." He declared, "Community recreation organization reaching into every village and neighborhood is necessary, in order to provide the benefits of recreation and the opportunity for growth through play to every child and to every citizen." [3]

Mrs. Paul Gallagher chaired the Thursday evening meeting. A lively singing session was thoroughly enjoyed by everybody, led by Dr. Frederick Hall, Southern University, Baton Rouge, Louisiana. Dr. Hall is remembered from the St. Louis Congress last year for his ability to get people to sing.

Edgar Ansel Mowrer was the challenging speaker of the evening. His topic was "Recreation for What?" (See condensation of his talk on page 466.)

As the surprise of the evening, Mrs. Joseph Prendergast and Fredda Sieve treated the audience to a beautiful two-piano concert.

At the closing session Friday, Mrs. Gallagher again acted as chairman. An unexpected addition to the planned program was a presentation of awards, in the form of attractive plates, to each staff member of the National Recreation Association and to the board members present, by Keith A. Macdonald, executive director of the Greater Vallejo (California) Recreation District. The plates, made and individually inscribed by the craft groups in Vallejo, were accepted in behalf of the staff by Charles E. Reed, NRA Field Department.

The speakers' platform was shared by six old-timers in the recreation field —K. Mark Cowen, superintendent of parks and recreation, Elkhart, Indiana; Willard N. Greim, assistant manager of improvements and parks, Denver; Ernest W. Johnson, consultant in public recreation, St. Paul, Minnesota; Nathan L. Mallison, recreation superintendent of Jacksonville, Florida; F. S. Mathewson, recreation superintendent

Panel on "Service Clubs, National Promotions, Sporting Goods Dealers, Sports Editors in Recreative Sports Programs," left to right: E. M. Waller, Navy Personnel Dept.; J. H. Grooms, superintendent, Wellesley; Tom Cross, assist. superintendent, Tacoma; J. E. Schlupp, director, Denver; Don Neer, exec. secretary, National Industrial Recreation Association; Ernest Craner, superintendent, Twin Falls, Idaho; Chet Nelson, *Rocky Mountain News*, Denver; H. E. Thurston, director, Sioux Falls, South Dakota.

[3] See page 465.

of the Union County (New Jersey) Recreation Commission; and Anna S. Pherigo, executive director, Board of Park Commissioners, Lexington, Kentucky —all of whom spoke on "Looking Backward — and Ahead." They referred again and again to automation and the jet age and the impact of these on the recreation movement.

"With all the advancements in our physical living," commented Mr. Cowen, "it is interesting to note that the basic principles involved in living with our neighbor have not changed a bit . . . Since recreation can bring that quality of life which enables one to live abundantly and to share with others. it is one of the growing sinews of present day society."

Mr. Mallison predicted that "recreation departments will shortly find a need to have on their staffs a recreation counselor to aid hobby groups in their organizational period and to advise individuals as to how to get more out of life physically and mentally."

Miss Pherigo contributed her inimitable faith in the future, her love of people, and her own sincerity. "Change is a part of the joy of living," she said, "but it takes part of the old with part of the new to keep you strong. and recreation going."

Discussion Sessions

Many of the fifty-two discussion sessions and workshops were rich in substance this year. By all means get a copy of the *1955 Congress Proceedings*[4] and look them over. Outside expert consultants were brought into a number of them and this was highly endorsed by the delegates who were present.

Fun

Interesting activities throughout the week led up to the grand climax on Friday. Immediately following the general session on the first evening. the floor was cleared for square dancing. Some of Denver's outstanding callers were on hand. The music was good; and the session ended as usual with a group singing around the piano with NRA's Anne Livingston playing.

On Wednesday afternoon a special tour took off for a look at Bonfils Memorial Theatre, one of the most outstanding community theatres in the world. Miss Helen Bonfils was present to greet the group, and a personally conducted tour through the building followed.

Social dancing was scheduled after the evening session on Thursday, and was the only affair which might be termed "dress-up"—for on Friday the Buffalo Bar-B-Q in Red Rocks Mountain Park replaced the usual annual banquet. On that last day twelve buses filled with delegates in a holiday mood toured points of interest and ended at Red Rocks at supper time.

As the different parties met at the barbecue rendezvous the sun was setting over the canyon below the terrace where the serving was to take place. It grows cool quickly in the mountains and coats were donned as the long line of delegates (460) passed before the whitecapped chefs at their ovens and received plates piled high with buffalo meat or fish, steaming macaroni and cheese, salad, fruit. other delicacies. and coffee.

When it was time to go higher up. to the Theatre of the Red Rocks, where the recreation department of the City and County of Denver were presenting "Colorado," the Denver show — some piled into the buses, and some walked.

The first view of the theatre—with its towering red-rock sides, its seats for twelve thousand spectators, its huge stage far below, the sky as a roof, and the twinkling lights of Denver spread out in the distance—was spectacular.

Appropriately, the Denver Municipal Band, conducted by Everett Sachs, started the program (music provided through the cooperation of Local 20 of the American Federation of Musicians). Although large, the band looked small on the enormous stage; but every tone of the music could be heard in any spot in the theatre. Selections included many old favorites; and especially moving was "America the Beautiful," which was written by Katharine Lee Bates after a visit to the Pikes Peak region.

The production which followed was in excellent taste, and told the story of Colorado from the time when the great rocks were first tossed up by glaciers in the ice age, through the settling of the Spaniards, the arrival of the Indians, the miners in the Gold Rush, to the days of the early cowboys of the West. The backdrop of the stage is another giant red rock; and in a startling and effective moment during the Indian dance (beautifully performed by Boy Scout Troop #65, St. Dominics Church) a spotlight picked out an Indian figure on top of it, outlined against the sky. (How did he get there in the darkness? See page 488.) The square dancing of the miners, the music of the fiddlers, the campfire singing of the cowboys—all were excellent.

Officially the Congress was over. But a substantial part of the crowd lingered for the trip to Colorado Springs, cosponsored by the Colorado Recreation Society and the Colorado Springs Parks and Recreation Department. Again crowded buses left the hotel with one hundred people, this time at 7:30 A.M., for a day's trip. It was a beautiful morning, and the Rocky Mountains, with Pikes Peak towering in the distance, were visible all the way through the ranching country. At 9:15 A.M., the party rolled through the streets of Colorado Springs (where every tree has been planted by man) to the city auditorium where the recreation department, hosts for the day, served doughnuts and coffee. This was actually the start of the tour which included: a stop at the famous Broadmoor Hotel, with time to stroll about, visit the Ice Palace to watch figure skating; a drive up North Cheyenne Canon, where the buses had trouble making the sharp hairpin turns, and past the Helen Hunt Falls, named for the author of *Ramona* who came there for inspiration. The way down led over the Gold Camp Road—an old railroad bed, through several parks and playgrounds, to the Garden of the Gods for lunch at the Chuck Wagon Dinner area. Delicious boxed lunches were served by the Colorado Springs Parks and Recreation Department, and the buses loaded for the return journey.

As the group finally disbanded in Denver, many delegates — with gratitude to their hosts—were secretly planning to come back to Colorado for a longer visit . . . someday. ☆

[4] Available from the National Recreation Association, $2.50.

. . . from Congress Addresses

Preserving Open Spaces

About the year 1923 the National Recreation Association made a study of the open space needs of municipalities for recreation use, and concluded that there should be ten acres of park and playground space for each one thousand people in the city.

This figure is still being cited in books, articles and speeches. But, many things have happened since then, and I want to propose to you that the National Recreation Congress inaugurate a review of the area figures and standards. You know the happenings: (1) the big increase in population, the largest part in suburban areas; (2) tremendous expansion from central cities into suburbs frequently at some distance; (3) ease of travel by family car to seek more distant open spaces for play; (4) increasing interest in physical activity, and participation therein, by all ages; (5) increasingly sedentary nature of nearly all occupations, thus requiring physically active recreation as a counterirritant.

The acquiring of needed areas while land is available is one thing, preserving those we already have is another.—HARLOW O. WHITTEMORE, *Head, Department of Landscape Architecture and Planning, University of Michigan.*

Creative Aspects

We cannot think of our recreation programs and their creative aspects except as we see them in an environmental setting. The old order bows to the new. We all know what is taking place in our present culture.

Among many changes, our leisure time is expanded. What are we doing with it? We are spending money at the box office, unaware of our own potentialities. We applaud the fellow who excells in football; but *what* is our national sport, the one in which you and I engage—for fun—for physical fitness?

What do our recreation programs mean to the average working man, the average home? Beauty of works of art and music? Recreation is the enrichment of life, "the excellent management and direction of life."

We need to create new enthusiasms, new skills, new interests—with hundreds of thousands adult individuals. We must create joy, more interest in our work, and not draw a line between work and play.

The individual must learn to develop responsibility, to play the game of life, to become a citizen who can cooperate. Recreation must develop in him a "free-choosing" personality. The freedom of the spirit is involved here.

A few summers ago I climbed Mount Shasta with a group of men and women. We stood on the top at high noon, with bowed heads before the God who created it all.

If our recreation activities do not bring us face-to-face with our Creator, we are not succeeding. — ALBERT S. RAUBENHEIMER, *Educational Vice-President, University of Southern California.*

Public Relations

Public Relations has to do with inducing people to like you, to want to do business with you, to want to support you, to want to cooperate with you, to want to defend you, to seek an understanding of what you are doing, to approve and secure additional money and facilities so that you may do a bigger and better job for your community.—A. OTTO AMBROZ, *Chairman, Cedar Rapids Playground and Recreation Commission.*

A Bold Program

The recreation movement is unique because it is so very, very complex. It touches the life of everyone. Everyone has a stake in recreation, leisure time, whether he knows it or not. Then we have a multiple number of organizations that serve these interests of all the people of America.

The National Recreation Association must perform its function of bringing about homogeneity in the face of all the heterogeneity in recreation life today.

How does the National Recreation Association serve the recreation movement? First . . . through organization. Second . . . through providing an opportunity for individual and agency service memberships, which give people a sense of belonging, the opportunity to contribute and a duty to play their part. Third . . . through the enhancement of community, through the communication of ideas and concepts in day-to-day recreation affairs. Fourth . . . through the creation of morale—the consciousness of one's ability to be equal to the task that is before him. Through membership in this great national organization, our individual morale and the morale of the whole movement is effectively enhanced. — GEORGE HJELTE, *General Manager of Recreation and Parks, Los Angeles, and Chairman, National Advisory Council of the NRA.*

Our Relation to the Air Force

Our country is currently maintaining a total military establishment of close to three million men. Of this, the Air Force accounts for almost a million.

This tremendous organization is fed by a constant flow of new volunteer recruits. It is absolutely essential to its maintenance that each individual who is in it is there because he wants to be. However, the Air Force is being bled white by a tremendous turnover of its people.

The area where recreation people can help is in the integration of Air Force families into community life. A satisfying family life is more largely in your control than it is within that of the military. In helping them to become a part of the community, you are truly doing a service to the country.

Recreation people are important people in an important area of life, in a crucial period of our national history. Your leadership and aggressive support are needed by our military establishment in order that our nation will be as strong as it must be today.—BRIGADIER GENERAL RICHARD H. CARMICHAEL, *USAF.* ☆

Edgar Ansel Mowrer is noted as a commentator, journalist, and Pulitzer Prize winner (in 1933).

Recreation—for What?

From a stimulating address, delivered at the 37th National Recreation Congress, which gave rise to lively discussion. What do you think about it? Write us for our Letters page.

Edgar Ansel Mowrer

I AM honored, as a newsman, to be invited to talk to a group of experts, and delighted, as a personal friend of one of your founders, that great creative woman, Jane Addams, to be among you. It is thanks to her and to all of you that, during my lifetime, an enormous expansion of planned recreation of all sorts has taken place in the United States. You have made not only our country play-conscious in the best sense, but you have done much more: you have spread play through all ranks of the people, not only the city poor with whom Jane Addams worked, but even to the smallest country places.

Remembering what a boon to me, as a teen-age boy, was a YMCA gymnasium in overcrowded Chicago, I can understand what kind of wonderful transformation you have brought about in the United States in every field including that, of course, of public health. Nowhere, may I say from personal experience, has this planning been more striking than in the treatment of the U. S. armed forces overseas in two world wars, of which I saw something on the spot. In World War I, I remember, our troops were left mostly to themselves. True, there were many YMCA and Salvation Army men who ministered heroically to the needs of our troops both materially and spiritually. But most soldiers found such recreation as they could, where they were, and it was usually not of the highest type.

World War II brought care of the American troops to an extremely high level. It seemed to me, when I was overseas as a correspondent, that almost everything possible was being done to make our fighters as happy and comfortable as possible. USO was everywhere, and brought about a vast heightening of morale.

During the Korean War, I am told that our care went so far that some of the generals actually began to complain that by putting up such high standards we were taking too large a share of what is called the divisional slice. Certainly it was an immense achievement, and you people have a particular right to be proud of it since without your educational, and personal work as well, it would never have happened.

Our society is perhaps the most socially conscious in the world, thanks in part to recreationists, and, yet, there is another curious side to this picture. The statisticians continue to announce that the United States is getting more juvenile delinquency, more mental health problems, more family instability, a higher divorce rate proportionately than before, and proportionately higher than other peoples of comparable civilizations. Moreover, the new threat of automation is going to confront, particularly, the less educated and resourceful part of our population with a disconcerting promise of leisure which their ability to fill is questionable. This seems to me absolutely bound to make bigger problems for recreationists and to put people like you into the very center of the social picture in our country over the next fifty years.

Therefore, as you face more of evil things as well as more of good, some will say, "Well, without the recreationists, without what we have done, problems would be even bigger." Maybe so, but it is also possible that in our eagerness to be social, a zealous few among us, psychologists, educators and sociologists, have been claiming a somewhat greater knowledge of social therapy than the present results can justify. Maybe we still have a good deal to learn about how to improve a society and individuals.

Now, you certainly cannot expect any newsman to rush in with answers to any specific social problem where experts differ, and I have to ask myself, "Why then did you ask an outsider to come here and speak to experts?" It could only be that you had in mind the one thing that outsiders can sometimes usefully do—ask basic questions of the professionals. Here surely, the field is wide open to anybody, for, after all, we admit that nobody has all the answers yet. Plato, the Greek philosopher, stated that a life which is not analyzed is not worth living, and he still passes as a wise man.

This newsman, who in the course of forty years of living and traveling in all parts of the world and comparing various cultures and noting the various results, has been assailed by certain questions which touch on recreation in this year of 1955. Here are some of

them: First, have we been exaggerating the role of environment and social engineering in making people and underestimating the hereditary factor, what people just are? Second, have we been exaggerating the value of happiness and security and underestimating the value of distress and difficulty, in stimulating children to their highest potential development? Third, have we exaggerated the basic hunger for what is called group integration and underestimated the importance of individualism in producing the highest forms of civilization?

I do not pretend to know the answers to these three questions, though I have seen facts in many lands that have made them rise provocatively in my mind. Sometimes it does seem to me that we have been doing all these things and, if we have, it would make a big difference in judging our work and perhaps indicate the way for some planning. For instance, if heredity is stronger than some have admitted, then in urging individuals to integrate we may have been sterilizing the potentially most gifted. If we have overplayed the need for group security, we may have robbed some young people of those great crises which are necessary for their own and society's greatest gain. And if we have neglected the fact that lack of adjustment and loneliness are as necessary to the greatest flowering of some people as the sense of belonging is to other people, then we might wish to supplement our present social program with another one, creating circumstances in which exceptional individuals could flourish and do more for all of us.

After all, Beethoven, Pasteur, Einstein—or in a more questionable field, Bonaparte—were not exactly greeters or joiners or the life of the party. But they managed to be immortal.

Here we come to the core of the question. We all favor recreation—but why? Recreation for what? It is no good saying, "Recreation for society," unless you make clear just what kind of society you want. There is no point in seeking to increase human happiness and health, however obviously desirable as such, unless you are prepared to say that these are the best that people can hope for. But if you say that happiness and health are the highest, then you are saying that those factors, the unhappiness and pain of the geniuses which produced their great works, ought to have been avoided along with the great works—by giving these people happier childhoods.

On these points, as you know, the best minds disagree. Some say that we have constructed a new type of mass society that has never been before, based on mass production which has never been before, and democracy which in this form has never been before, and all of these need a new mass plan to adjust to the new conditions. So, they say, let us promote the extrovert mass man and discourage all the others if we can't make them over altogether. Other people argue that in a democracy the needs of the many take precedence over the desires of the few and, anyhow, the supremely gifted look after themselves. Well, maybe they can, and maybe they can't. There has never been a control test, and it is hard to see how there can be one.

Conceivably, there are frustrations that are good for us. Eventually we may come, when we are wiser, to full agreement on these points and be able to act as one, knowing really which is better, knowing the full facts about the relative influence of environment and heredity. Today we do not. But meanwhile we do know one thing about ourselves which makes us look more closely at all of our social activities. We know that the American people, despite the Geneva conference in July, are still involved in a fiercely competitive struggle against another type of society and another philosophy with the rule of "winner take all," and the planet for stakes.

Certainly, without teamwork, without the magnificent armies and groups of people everywhere who are carrying the ball for our side, no international struggle can be won by us. But it will not be won without great individuals on our side as well. For exceptional people created this struggle. Those revolutionists around Lenin, two or three of whom I happened to know, seem to me to be the enemies of the human race, but they were exceptional people. They weren't nice, but they were certainly remarkable, and there was not an integrated one in a carload. They took an entire society and shaped it over and made it into something which I hope will not endure.

We should also note that those very people who gave us our best chance, if not to win at least not lose in this great struggle, were also very few—and I speak of those atomic and other scientists who, according to no less an authority than Sir Winston Churchill, have given us that protection without which the Communists would already have taken over Europe and Asia. They were not, on the whole, integrated citizens without frustrations.

Therefore, it seems to me that those of us who believe that modern society has no need for geniuses, or even outstanding individuals, must install the new type of state simultaneously everywhere so that there can be no competition between an old-fashioned state that still produces these people who make exceptional things and the new states that are going to have them all alike.

Otherwise, a country which cultivates and rewards its so-called toiling intelligentsia, like the USSR, is going to win the cold war and take over the countries that have neglected their best minds.

This is not a reassuring age. At the exact moment when some see Utopia just around the corner we run from Hurricane Korea to Typhoon Morocco. That corner is still going to take some turning, and we haven't yet begun to calculate the angles. As a so-called expert in world affairs, I think that *never* has human freedom been more in jeopardy than right today—when so many are getting ready to relax under the illusion either that the cold war is over or that somehow or other the Russians have changed their nature and things are just going to be all right. To me, a United States that relinquished human freedom would cease to be worth saving. Therefore, to survive in freedom we are going to have to place more weight upon excellence and high standards. We are going to have to give a freer reign to the apparently unsocial person and to the exception, and we shall have to encourage independent judgment and the courage to speak out, if necessary against the majority, for there lies human quality.

But there is more, and at this point I leave the field of what I call observed fact—knowledge which is founded up-

on what I have seen and lived—to enter that of personal belief. I believe that in laying too much stress upon mass activity, however valuable, we are creating a new and very dangerous sort of frustration, the frustration of boredom.

Personal ambition and personal adventure are God's sharpest spurs in man. They need encouragement, not repression, for they will continue to exist in man no matter what we do and, unless they get legitimate outlets, they will take illegitimate ones. It seems to me that boredom of this sort, mass integration, is responsible for a fair amount of rising juvenile delinquency. I believe that in such boredom, if it is left to fester in a generation of people blessed or cursed by automation and the leisure it will bring, people will in time become so tired of sameness and tameness that they will welcome any sort of wild adventure—even a new war.

There is a thrill in danger to the human mind that nothing else quite equals; and man, as I have seen him in several continents, is—for better or for worse—as much lion as sheep. Look at the hot-rod specialists in every community. Look at the behavior of our young people whenever they get loose to do what they want to do. Make the criminal into a cop and you often save him, for the thrill of cops and robbers is ever present, and the game is what he needs. So, it seems to me that, if you stifle legitimate outlets for the dangerous in human nature, you may find people even tiring of civilization itself.

I have visited many countries recently, and over my life, and none are quite exempt from the symptoms of that slightly civilized boredom that would become a deadly danger if allowed to go on and if no antidote for it is furnished. Obviously, man is neither a roaming beast nor is he a well-behaved conformist as many moderns seem to think. Yet he is sometimes both, now one and now the other. It is not a question of our choosing between having a happier mass or a gifted few. We can have them both. It is a question of education, of proportion, of stressing the one of these two values which is in most danger of being submerged.

They are both part of that strange duality which is man, and the Middle Ages produced not only what it called the church, one-and-indivisible, but those supreme individualists, the mystics.

Just now, however, it seems to me that the need is for more great soloists. So, if I am asked, "What for—recreation anyway?" I should very honestly have to answer flatly, "For a greater America." Thanks to the Communist challenge we need a greater America if we are to have any America at all, for a mediocre America founded on conformity will not survive. Make up your minds to this: more health and happiness won't do unless people find part of these as individuals in daring and difficult accomplishment.

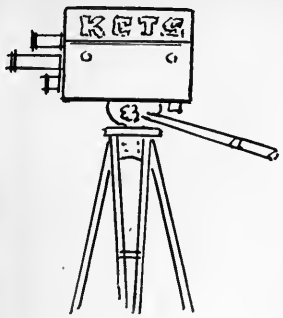
We need leaders who are personally able to strain and endure beyond their strength regardless of their personal happiness, no matter if some of them are screwballs, provided they be greatly creative. We need more lonely thinkers, ignoring their immediate ends to seek those greater conquests that apparently can be reached best in solitude. We need people also who will use more of their recreation for better public service. Here it seems to me is where American educators and recreationists can come right into this picture along with a new leisure of automation.

It is precisely because of the growing weight of mass social factors that you experts must divert and warn and direct us in keeping a balance between a decent society and a great variety of creative individuals. "No man," said John Donne, "is an island unto himself." No man can exist alone without a society in which he has some roots. But everybody can and should aspire to become an imposing promontory, not just a flat bit of pasture identical with a million other flat bits of pasture.

Today, inspiring every person with whom you come in contact to be as great as possible, either alone or with his fellows, as well as to be healthy and happy, could integrate the already great work of American recreationists. ☆

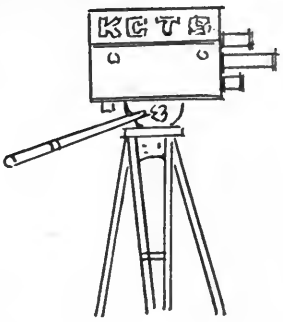
"Greater latitude is permitted in discussing philosophies of recreation than in discussing education. Recreation, like education, is a word of many meanings. Then too, it is doubtful that any of the philosophers and theories in the field of recreation occupy the preeminent position that Dewey and his theories hold in education. Being younger than education in the formal sense, recreation has fewer spokesmen and less historical data upon which to anchor its theory and practice. Perhaps this is a strength rather than weakness, for recreation is gaining world-wide recognition as an essential element of the good life at a speed equaling or exceeding that of education. No longer a luxury, recreation is now accepted as a necessity in the proper growth and development of every man, woman, and child."

GERALD P. BURNS in *Program of the Modern Camp*, page 18. Prentice-Hall, Inc., New York. 1954.



TELEVISION

. . . A YEAR LATER[1]



The fascinating story of what has been learned, through experience, about planning and carrying out a TV production.

Ruth E. Pike

"RELAX!"

Results of the experience gained since "Family Fun," our Northwest at Play Committee television series, was planned a year ago, can be summed up in that one word. Like many other groups experimenting with television programing in general, and educational-type programs in particular, members of our committee were skeptical, at first, of our ability to meet demands of this new medium of communication. After the first series of fifteen half-hour shows had been completed in June, we felt like "old hands," ready to approach a second series without fear. We relaxed!

Our best advice at mid-point is: plan carefully; get the show on the road; then, while learning, enjoy yourself. No one person should carry the load; the framework should provide a team. Station personnel, performers, agency staff members will be helpful allies.

The camera, you learn, is not a deadly guided missile. Give it a little cooperation by planning what is technically possible. Instruct participants to look it straight in the eye, then proceed, recognizing camera limitations as well as their own.

Experiment

Don't be afraid to try something different, provided that the program director is "game." What you suggest may be within the realm of production possibility. For example, we planned one program on barbecuing, kippering, and smoking of salmon, a Northwest delicacy. We didn't use a film of the processes; we telecast them live. The "kipper house" needed was too smoky to bring into the studio. But the station let us set it up on the outside parking lot adjacent to the loading platform. When the time came, on the program, our director moved a TV camera outside on the platform. As the script said, "Smoke rolls out; salmon is hot and smoking. Everyone takes a sample."

For another program we planned to show a film clip of the family visiting a farm, using film taken the previous summer. When we found that it was 8mm. taken at silent speed (16 frames) we didn't think we could use it, and we couldn't do a 16mm. retake in the middle of the winter. One stout-hearted member of the station's technical staff figured a bit with his pencil and came up with the announcement, "I don't see why we can't use it anyway." And we did! An 8mm. projector and screen was set up in the studio. The TV camera moved in, telecasting the picture appearing on the screen, in a very respectable manner. (I wouldn't advise making a practice of the method, however.)

A traveling family with seven daughters arrived on-camera in their own station wagon, by way of the station parking lot and the loading platform. Since there wasn't room in the studio for the family car, one of the talented teen-agers in the family drew a life-size reasonable facsimile of the station wagon on a huge piece of paper which was hung on the wall. Such "flats" look very real when viewed on the TV screen.

The "spectacular" of our spring series was a pantomime of the record "Johnny Appleseed," done in costume by the five small Imason boys (aged one to eight years), their parents, and three little American Indian boys (aged eight, nine, and ten), whom the family brought with them from Indianola where they all lived. Props were the neighbor's birdhouse for a cabin, the kids' coaster wagon with prairie schooner top, some pen drawings of animals hung on the wall, and an "apple tree" with paper apples made by the studio.

The oldest Imason boy, eight-year-old Mike, was Johnny Appleseed. His costume included a stew kettle hat, complete with handle, and a Bible. The hat was inclined to slip down over his eyes when he tried to read his Bible, but he would give the handle a shove and continue unperturbed. His next younger brother, Pat, with a coonskin cap, unruly red hair, and front teeth missing, was the angel. Robert, the "ham" of the outfit, swished the tail on his skunk costume (all his own idea). Tommy wore a donkey suit, pulling the prairie schooner, with dad and mother carrying baby Stephen as the pioneers walked behind.

The Indian boys, in blue jeans, stripped to the waist and well-smeared with warpaint, came into the act at the point on the record referring to the "fierce" Indians. The camera moved in close to pick up one small redskin—chewing gum for all he was worth!

After the pantomime sequence was completed, the mother explained that the family often dramatized records. She thought it was better for the youngsters than just sitting

[1] In June, 1954, RECREATION printed an article by the author, giving hints on television production gleaned from a practical television workshop sponsored in Seattle by a commercial station, KING-TV. Since that time Mrs. Pike has had opportunity to work with three series of half-hour shows, one on KING-TV for the state parks. For the other two, she has served as chairman of the Northwest at Play Committee organized especially to plan and produce "Family Fun" on Seattle's new educational television station, KCTS-TV. This article explains committee organization and records practical experience gained from work on the project.

RUTH E. PIKE *is the recreation specialist for the Washington State Parks and Recreation Commission.*

around listening.

The production also had community angles. Because of interest in Indianola, the local community hall was equipped with TV and everyone invited to attend. Also, the family was asked by the local school superintendent to repeat the performance at school.

Our Basic Rules

We had to learn some basic rules about TV production, some of which are repeated here in the hope they will be useful to you.

Plan programs a month or more in advance of the telecasting date. Make arrangements with the station, plan the script, have a specific understanding with performers about what they are to do, and select and prepare all visual and audio materials such as studio cards, slides, or film.

Titles and credits should be short and prepared to fit station specifications. Usually, this means printing in good showcard style on off-white, dull-finish cardboard of specified size, probably 11 by 14 inches, horizontal, always in the necessary 3:4 ratio. To be legible, illustration and wording must be confined to a specified central space, with generous borders. Cards can be used in the studio or photographed and 35mm. slides made for use in the projection room.

The use of short three- to five-minute film clips, pictures, or slides add variety and interest to a program, provided they meet station specifications. Film must be 16mm. taken at sound speed (24 frames), preferably black and white. Large, dull-finish photographs, in station specified sizes, may be used much like studio cards. Smaller photographs will fit the station's teloptican. Horizontal 35mm. color slides can also be projected, but colors must provide good contrast in grays. Not more than twelve slides can be used in a sequence as this is the maximum number most of the telopticans will take at one time. Some take less. Detail must be within a centralized space; otherwise it will not show on the home screen.

Performers should be given information on how to dress, how to face the camera, and how to move about the set, including entrances and exits. If an object is to be exhibited, instruct participants in method so viewers can see it clearly. For example, if the object is held in the hand, don't jiggle it; hold it steady, resting the elbow on a table if necessary, and extend the object forward toward the camera, revolving it slowly to allow viewers to see all sides.

Use "psychology" on performers. We developed a special technique with teen-agers. Most of them are more willing to appear if someone they know—other than mother and dad—asks them, and if they can help plan the show. In our experience, children, even three- or four-year-old tots, were very natural, carrying their parts surprisingly well, almost oblivious of the camera. We gave them a chance during rehearsal to see themselves on the studio monitor camera. By show time, the novelty had worn off, and they relaxed into familiar home routines of singing songs, playing games.

The Format

For a series of programs, it is important to establish a standard format that can be adapted for all shows. This may not "jell" until the third or fourth program, but after that, it is invaluable. For example, on "Family Fun," we developed a program procedure which varies very little from week to week:

Theme: Short musical theme opening, same one each time. Best themes come from small musical group recordings; band and orchestra music is too "busy."

Slide: Title—"Family Fun."

Booth announcer: "This is another production of 'Family Fun,' with your host,[2] Chuck Piersee," and so on.

Close-up studio shot of host and guest expert: If latter is used, he is always someone from the sponsoring group.

Body of program: Generally has been a number of sequences in which the family shows in detail their own home activities. At times film clips or slides have been used, for part of the show, with one member of the family narrating off-camera. We always try to have one "extra" sequence ready in case it is needed to fill time.

Sometimes the family carries on alone without the host on the set, but we have had the best luck when he has joined the family, asking questions while they perform.

Sign off: Usually a close-up of host and guest expert. Host thanks participants, and makes announcements

Close: "Credit" slides, never more than two, including Northwest at Play Committee. Musical theme repeated, and final booth announcement given.

Tacoma's Ted Cook family exhibits the craft articles they enjoy making together. Mother demonstrated basketry and glass etching; the children made wood-fiber flowers, metal products; and father helped out.

Throughout the series, we took every appropriate opportunity to point out what we mean by family recreation, the meaningful philosophy behind the series.

Programs are always subject to schedule and time changes by the station. These appear to be part of the business. We were lucky on the educational channel; we relinquished only one period, and we knew that a long time in advance.

Northwest at Play Committee

As mentioned earlier, "Family Fun" is sponsored by the Northwest at Play Committee. This organization is as im-

[2] The same "host," or master of ceremonies, appeared on each show in the first series. He was a recreation student at the University of Washington, Charles Piersee. He willingly gave his time each Tuesday night for fifteen weeks to get TV experience. For the second series we have Anita Busick, who has a master's degree in drama and speech and is an employee of a local radio station. She is serving for the same reason.

portant to the success of the programs as actual production, and is worth an explanation.

At the time KCTS-TV was preparing to go on the air late in 1954, John S. Richards, Seattle city librarian, and a member of the community KCTS-TV board, called together representatives of informal education agencies and organizations and asked them to submit suggestions for programs in writing, to be screened for practicability and merit. As the representative of the Washington State Parks and Recreation Commission, I suggested a program featuring family recreation. I favored sponsorship by a group composed of all the public and private departments and agencies in the listening area who had interest in recreation.

The idea caught on; and, in December, twenty-two recreation departments and agencies met to discuss a way of implementing the family recreation program idea. From this beginning, our Northwest at Play Committee emerged.

Briefly, the committee is organized in this manner. The entire committee chose a five-person operating board,[3] representing different facets of recreation. This operating board was the contact with the station. It screened ideas coming from other members of the entire committee; arranged a schedule; selected a host. Each operating board member took responsibility for seeing that a certain number of the shows scheduled were properly planned and that they got on the air. No one board member had to worry about details of all the shows.

We could never have achieved our purpose without the all-out cooperation of the members of the board. For many weeks, we met each Friday noon at lunch. We spent hours at the station and many more negotiating the programs. With the aid of other members of the general committee, we presented fifteen half-hour programs on Tuesdays at 7:30 P.M. between February 15 and June 7.

During that period, nineteen different families appeared on programs, for eleven sponsoring agencies, including public recreation, a college, industry, Girl Scouts and Camp Fire Girls, the camping association, and a state agency. Participants were from many occupations. We had employees from large industries, such as Boeing Airplane Company, Pacific Telephone and Telegraph Company, and the Great Northern Railroad. One father was a landscape architect, one a city fireman, another a sheet-metal worker. We had a minister, a teacher, an architect. We had family championship teams in tennis and badminton, the city's outstanding puppeteer, a specialist in "beach lore," a family of gardeners, and two campers. We had photography and woodwork demonstrations. We were fascinated by a high school senior and the story of how his hobby, trains and study of railroading, had provided him with a vocation and promise of a job with a major railroad after college. We had a little girl's birthday party in the studio, demonstrations of games and home-made game boards, music, and family trips.

We received more than five hundred audience responses to programs, partly phone calls, partly written requests for proffered mimeographed materials. This material gave directions for playing the games, making the hobby articles, hints on family camping, even recipes.

In the production we had the valuable technical assistance of KCTS-TV personnel who spent much time with us, often beyond "the call of duty." We are grateful to Kenneth Ritchey and Gordon Tuell, program personnel assigned to our informal education type of program, and especially to Ken, who is at the director's "controls" during each telecast.

[3] The operating board membership was increased to seven in September.

Pat Huntley and young sons, Mark and David, play a German game on "Family Fun Abroad," showing how the boys learned songs and games while living abroad.

Fall Series

The over-all success of our program, I believe, can be measured by the fact that the station asked us for a fall series. This began on September 13. It has included a program on such hobbies as basketry, shell jewelry, wood-fibre flower making, copper work; the recreation activities of an American family who have been living in an all-German community near the Soviet Zone; football; progression of recreation activities as the family grows; a minority group family; a Halloween party; and others.

An Appraisal

During the summer of 1955, we took time to appraise our offerings. We liked our general format, but we felt the need of more coordination between shows such as might be obtained through publication of a listening manual to be available to audiences before the telecast.

We felt need of a written aid to performers on what to expect of programs, providing hints on selection of program material from what they have to offer, choosing pictures and slides, dress, timing, and other cues. Getting variety in programs, making certain that families selected have something practical to offer, the values of our programs in terms of a contribution to family life, all came under scrutiny. We have had to do a bit of educating, too, of some of our recreation agencies who still see recreation only in terms of age groups on the community playground rather than as an integral part of family life. We felt, too, that we should broaden our membership somewhat. As a result, we have

twenty-seven agencies and departments on the committee.

On the credit side, we noted the whole-hearted cooperation of both public and private agencies in this joint project. We were pleased with the morale building effect that the programs seemed to have on participating families, a by-product that had not occurred to us. In addition to their personal pride in showing how well they pursued some activity together, they seemed gratified to learn that others noticed and appreciated the closeness of the tie binding them together as a family unit. They have completed their shows feeling, that, after all, they may have something in their particular family of great intangible value that money cannot buy and that they may help other families to find.

We are spending considerable time this year in publicizing the series so that more people will know about it. The Northwest at Play Committee is sending out monthly schedules and news releases, asking departments and agencies to circularize them in their publications and on bulletin boards among their groups. We have the cooperation of local libraries in distribution of material offered as program aids and supplements.

THE SHOW'S ON THE ROAD! ☆

☆ A Different Kind of "Charm School" ☆

CITIZENS of Milwaukee, Wisconsin, each day encounter a cheerful, cooperative attitude on the part of their public servants. Librarians and garbage collectors, telephone operators and tax assessors, museum guards and water department clerks, top officials and lowly employees in every branch of the city government go out of their way to give their ultimate bosses, the taxpayers, the best possible service in the friendliest possible manner. The voters love it.

For generations the people of the city-by-the-lake have been accustomed to good public service. But of late something new has been added.

The people call it the "Charm School" —a unique institution operated by the city to teach its employees how to deal pleasantly and efficiently with the public and with one another. In six years more than one thousand municipal workers (about one in five), ranging from common laborers to department heads, have been graduated from the course.

The school term is four weeks. Classes run one hour each, two mornings a week, with from eighteen to twenty-five students to a class. They attend on city time. It would be hard to find a more diverse group anywhere than the men and women of a typical class—accountants, labor foremen, telephone operators, engineers, stenographers, bridge tenders, public health nurses, planning analysts, tree surgeons, architects, garbage collection supervisors, punchmachine operators. Veterans and new employees quickly find that no matter what their jobs they face the same problems. "The more diversified, the better the class," explains the teacher, who is from the vocational school faculty. "The laborer digging a hole in the street in front of some unhappy citizen's home and the girl answering a complaint on the city hall telephone may seem to have nothing in common, but underneath we find the same knotty human equations. In our classes we show how common courtesy makes everyone's job easier."

Time and time again the school has proved that a librarian, by sharing what she has learned while dealing with the public at a check-out desk, can help the garbage collector, and that the garbage man, in turn, can assist the librarian. Architects, accountants, and sewer workers, by pooling their wisdom and practical knowledge, solve headaches for one another. The youngsters supply enthusiasm, the oldtimers solid judgment based on experience.

Classes are most informal. There are no lectures. The teacher merely acts as discussion leader. Each member of each class brings personal experiences and convictions he wants to share.

At the first meeting of each class, every member receives the "Charm School Textbook," a small blue card on which the entire course is printed in one hundred words. One side lists four steps to take in every public contact; on the other side are "tips for a city employee to remember." The "tips" are these:

"My time is the taxpayer's money, entrusted to my care. I must invest it well. Service to the public is my duty. The public is made up of individuals who must be understood and dealt with as such. It is smart to be courteous."

The four steps are just as simple: (1) GREET individual or group promptly, pleasantly, courteously, sincerely; (2) LISTEN attentively and patiently; get the facts; (3) PROVIDE information, material, service; or (4) REFER to proper authority. Do everything possible to close the interview on a friendly note. Follow up when necessary.

The students often pair off, after the first few meetings, and bring their problems to class in dialogue form, one impersonating a taxpayer, the other a harassed city employee. When they have finished they ask the class what they have done wrong, how they could have done better. Lively discussions follow.

The school teaches the employee to listen attentively and carefully, to be sympathetic but cautious, to promise nothing that he isn't positive he can deliver. Because any municipality is bound up in red tape and hedged in by legal restrictions, many citizens have a hard time understanding why certain seemingly reasonable things cannot be done. The Charm School pounds home the necessity of explaining simply, patiently and at length, until even the most obtuse taxpayer understands.

The good effects of the school can be felt even among employees who have not yet attended a class. Participants go back to their departments full of enthusiasm and share it with the fellow workers. ☆

Excerpted from "Municipal 'Charm School'" by Michael Costello, with permission from *National Municipal Review*, May 1954, and *Reader's Digest*, which printed a condensation in June 1954.

Skating With a TWIST

If you're looking for another mass activity, have you explored the possibility of a "geared-up" figure-skating program?

Loren M. Thorson

"SKATING with a twist" is better known as figure skating. In St. Cloud, Minnesota, where the winter starts in November and extends well into March, we need a program, planned around our natural outdoor skating areas, which will keep interest at a reasonably high pitch throughout the skating season. While skating, in itself, was one of this country's earlier forms of recreation, skating interest during the course of the present-day season rapidly wanes unless some extra stimulus is applied. Many communities have a well-balanced hockey program to keep the interest of young men and boys at a fever point; but what about the other sex? What is done to maintain their skating interest? This community has turned to figure skating as a possible answer, and the results to date have been most gratifying.

In establishing our figure-skating program, we realized that maximum participation would not be obtained unless some form of motivation or means-to-an-end principle was applied. It seemed axiomatic that prospective figure skaters, as a group, would not develop a high degree of interest unless some reasonable opportunity was given for them to demonstrate their achievements. The answer, therefore, has been for our figure skating club to present an ice show to the public near the end of each season.

Prior to the installation of such a program, a figure-skating instruction syllabus was prepared, to cover (1) beginner, (2) intermediate, and (3) advanced classes.

MR. THORSON *is superintendent of recreation in St. Cloud.*

An advanced class receives instruction. Graduates will become eligible for membership in St. Cloud Figure Skating Club.

Determination as to the proper class in which an instructee should be placed is ascertained by the results of classification tests given each new candidate desiring to take instruction. Usual progression will find an instructee being placed in the beginner class the first year, the intermediate class the second year, and the advanced class the third year. After successfully passing the test for the advanced class, the candidate is eligible for membership in the figure skating club.

Instruction in this program is handled by certain key members of the club who are chosen on the basis of their relative maturity, skating and instructional ability. The organization and administration of the club and of the skating program is placed in the hands of the one individual whose sole responsibility is to synchronize the efforts of instructors who work with him, and to plan and organize the annual ice show presented by the club.

The finished product! Club members are now ready for the annual ice show event. Group "goes on the road" each Sunday.

Mass participation has now been reached. The figure skating club's annual ice show currently performs each year before an estimated local audience of two thousand spectators. Fame of the group has spread, with the result that our club now goes on the road each Sunday during the winter to present the show to other communities in the area.

While this type of program was originally instituted for

young women and girls, the impression should not be given that it is restricted to them. Young men and boys may, and do, participate. We are proud to say that graduates of our program are now touring the country with several of the nation-wide "name" skating shows.

Syllabus and General Outline

Prepared by the St. Cloud Recreation Department

Classification Test. Before any skater can be eligible to receive skating instruction, he or she must achieve or have a certain amount of native ability. The following test should be given to all those desiring to receive instruction for the first time. Minimum requirements: (1) ability to skate forward; (2) general balance while skating; (3) ability to stand.

Ability to perform the above three movements is mandatory for registration in the beginner class. If the skater can perform advanced movements, the supervisor should place him in a class commensurate with his ability. Skaters who received certificates the previous winter for successful completion of a particular class are automatically eligible for the next higher class.

Gradations of Figure Skating Instruction.

Beginner Class

1. Stroking. This is very important since nothing else can be taught with any degree of success until stroking has reached an efficient level.
2. Form and balance. Aside from stroking, this includes general form, movement of the arms with each stroke, rise and bend of the skating knee, and so on.
3. Skate to music. Using the loudspeaker, instructees should be introduced to appropriate music and taught to stroke and skate in rhythm.
4. Skate backwards.
5. Extended edge forward on one foot. This will aid the skater in skating on one foot and lead to the spiral.

Intermediate Class

1. Perfection of beginners' objectives listed above. While instructees must be able to do all of the objectives of the beginner class, perfection should constantly be stressed.
2. Ability to come to sudden stop using both feet. This might be termed ability to keep one's skating efforts under control at all times.
3. Three turns—forward, both feet, both edges. Arm and leg position is of utmost importance and should be stressed.
4. Cut backs—both directions.
5. Forward crossovers — left foot over right and vice versa.
6. Forward spiral.
7. Mohawk turn.

Advanced Class

1. Must perform all of objectives of intermediate class including forward spiral on opposite foot.
2. One-foot stop.
3. Bunnyhop.
4. Shoot-the-duck.
5. Backward spiral.
6. Two-foot flat spin.
7. Waltz jump.
8. Reverse jump.

Length of Lessons. All lessons should be approximately one-half hour in length. This may be extended or shortened as the case may be. Factors in length of each period should be: average age of class, weather conditions and enthusiasm shown at that particular time. The younger the participant, the shorter his interest span. If youngsters are kept too long, don't be surprised if they are absent next time. If on occasions, they show an unusual amount of enthusiasm for some form of instruction, let them exceed the time limit, but be sure to call the class to a halt before enthusiasm wanes.

Size of Class. About eight to ten instructees per instructor. Ten is considered to be the maximum.

Length of Course. About six weeks in length, starting shortly after the beginning of the skating season. Lessons should be once a week with an alternate instruction period scheduled so that if bad weather interferes, instructees would get at least one instruction period. Course should not exceed six weeks as interest span generally drops off after that.

Instructional Procedure. You will undoubtedly find out from experience, what procedure works best for you and your particular class, but generally this method may be used: "Instructor should be at front of class—explain what he or she will do, then demonstrate it to class, then ask class to do it together and then one by one. Instructor should then help individually those as necessary."

General Instructional Information

1. Regularity of attendance. Many obstacles will be presented to you as an instructor. It is best to emphasize at first meeting of class and constantly thereafter, regularity of attendance. Make it understood that if any individual falls behind the general ability progress made by the class as a whole, he must of necessity be dropped.
2. Lack of confidence. Many of your instructees will lack confidence, necessitating constant encouragement on your part. While encouragement is necessary, be careful not to overdo it.
3. Practice in between sessions. Emphasize constantly the need to practice daily between instructional periods. Periods of instruction are only to demonstrate and assist but instructee must do the bulk of practice by himself.
4. Skate fitting. Many youngsters are trying to receive instruction on skates with which even Sonja Henie would have difficulty. Poor fit, dullness, and so on, are only a few of their faults. While there is little that you as an instructor can do, it should at least be your duty to inform the instructee and parents by note about what you think is wrong.

Testing. At the conclusion of the course, a test should be devised based on the general objectives as listed for that particular classification. This test should be given to your class and those who pass should be given a certificate so stating. This should make them eligible to advance to the next higher classification of figure skating instruction.

St. Cloud Figure Skating Club. Henceforth, only those passing the "advanced" classification test shall be eligible for membership in the St. Cloud Figure Skating Club. ☆

Pictures Tell the Congress Story

The roving camera catches delegates and other guests at busy moments during the week. Participation was the watchword, work and fun were blended.

Business was brisk at the Congress registration desk, manned principally by Denver volunteers. Denver hostesses in Western costumes (standing) are all recreation workers at Whittier Center. Service club delegate is Elizabeth Searborough, chief, recruitment section, Special Services, United States Army.

Robert Gamble, assistant secretary of the Congress, receives the proclamation of Recreation Week from the Honorable Will Nicholson, Denver's mayor.

THE WHITE HOUSE
WASHINGTON

July 7, 1955

Dear Mr. Rivers:

Please convey my greetings to everyone attending the Thirty-seventh National Recreation Congress.

I hope the deliberations of the delegates to this meeting will contribute to our citizens' better use of leisure time and their enjoyment of wholesome recreational activities. I congratulate the National Recreation Congress on the leadership it has displayed and send all of you my best wishes for continued success in your work toward these goals.

Sincerely,

Dwight D. Eisenhower

Mr. T. E. Rivers
Secretary
National Recreation Congress
National Recreation Association
8 West Eighth Street
New York 11, N. Y.

Mrs. Paul Gallagher, NRA board member, was chairman of several Congress sessions.

Mrs. E. Moore, E. Baton Rouge Parish Recreation Commission, Louisiana, consults Joseph Prendergast, NRA executive director.

Below, the press room in action. Left to right: Ruth Pike, recreation specialist, Washington State Parks and Recreation Commission; Barbara Rankin, director, Georgia State Parks Department of Stone Mountain; David DuBois, NRA public relations; Joan Cass, assist. director, program, Austin, Tex.; and Temple Jarrell, superintendent, Fort Lauderdale, Florida.

Below: Walter Roy, director of recreation, Chicago; J. Earl Schlupp, director of recreation, Denver; and Tom Cross, assistant superintendent of recreation in Tacoma, Washington, consulting the printed Congress schedule. *Next pa*

The National Recreation Cong
meeting, is also recreation for e
heimer pointed out (page 465), "

"Competition for Pre-Teens in Recreative Sports" panel. Left to right: John P. Cronin, superintendent, Providence; E. Stuart Richter, superintendent, Colorado Springs; Edward A. Haynes, sports supervisor, Denver; James S. Stevens, Jr., N. C. Recreation Commission, Raleigh; Fred Zirkel, director, West Allis, Wis.; Roy W. Mann, superintendent, Cuyahoga Falls, Ohio; Jesse Mathews, superintendent, Anniston, Alabama.

Audrey and Walter Fitz
Puppetry Guild, give a
of their color shadow d
the varied exhibition

Two of the many representatives of church recreation: Reverend Dean S. Collins, western regional director of Division of Home Missions, National Council of Churches, Los Angeles, and Mrs. Lake Pylant, the Church Recreation Service, Baptist Sunday School Board, Nashville.

William White, a staff writer of the year-old *Sports Illustrated* magazine of the Time-Life chain, has a talk with Nathan L. Mallison, superintendent of recreation, Jacksonville, right, an old-timer in recreation.

Dorothea M. Lensch, director of recreation, Bureau of Parks and Public Recreation, Portland Oregon, turns her back on us during conference with, left to right, Dr. Walter Scott, director of municipal and school recreation, Long Beach (California) Recreation Commission; Ed Ogle, chief, Time-Life Denver bureau; Jenny King, Seattle Telephone Co.

ough known as a hard-working
tic delegates. As Dr. Rauben-
d play should not be separate."

Part of the interest group watching the well-attended Congress creative drama demonstration which was led by John P. DePuglio, Children's Playhouse, University of Denver. Two groups of Denver children, aged seven to nine and ten to twelve assisted in the program. Mr. DePuglio omitted the thirteen- to sixteen-year-old age group from this demonstration because they are ready for productions of a more complex nature.

embers of the Denver
e checkup to the set
n in connection with
ppeteers' workshop.

Bowling clinic was held under the anspices of National Bowling Council. Participants from left to right: Everett Peel, Lubbock, Texas; Henrietta Miller, Sauk Centre, Minnesota; the instructor, Milton Raymer, American Junior Bowling Congress; Mary Webdale, Buffalo, New York.

George Sargisson, executive director, Recreation Promotion and Service, Wilmington, Delaware, is the new president of the American Recreation Society. List of the society's other new officers appears on page 488.

Charles E. Reed, manager of the NRA Field Department, receives a meritorious service award and, as their representative, accepted awards for other Association staff members from Keith Macdonald, executive director of Greater Vallejo (California) Recreation District. In background, F. S. Mathewson, superintendent of recreation, Union County, N. J.

How a Town Can Unite—for Youth

Scenes like this, on community's hilly streets, pointed up need for youth center.

Citizens make a dream come true.

Grace Curran

THE HANDWRITING on the child's stationery was large and clear. It read: "Dear Sirs, I am having a childrens first annual dog show at my house Sat. May 26. A lot of dog owners from my class are coming and I am charging 5¢ each for spectators and I will send all the money to the Youth House. I am enclosing right now, $2.50 for the Youth House. I got $5.00 from Mr. and Mrs. W—— for finding their Labrador Retriever. I am keeping half of the money to buy a training leach for my dog Ginger. Yours truly, Joan S———."

From anyone in La Canada, California, a town of family-loving people in the foothills of the Sierra Madres, Joan's letter would bring a nod of understanding approval, because in La Canada the town as a whole works, and has fun doing it, to support its community built and owned La Canada Youth House.

In 1947, when the old army barracks which had been the only meeting place of its youth groups burned down, the imminent problem of how to go about providing a new building brought leaders of youth and civic groups together in a common cause. At the time, the population was five thousand, with an increase estimated at twelve thousand by 1960. The figure, in 1954, rose to fifteen thousand. After careful studies of the needs of 1,238 children who had no adequate place for group activities—because the facilities of the decentralized schools provided no auditoriums or gymnasiums—an inspirational beginning was found in a fund of $3,500. This had been established in 1940 by admirers of the late Percy Hamilton Johnson, former superintendent of La Canada schools. It had been his dream that, some day, such a youth center would exist.

The newly formed youth council was faced with many weighty problems. Where to locate the center? How large would it have to be? Assuming the town would build it, could they count on continued support for operational expenses? These, and many other aspects of the project, were considered endlessly. Then the council took the plunge.

A lot of 16,600 square feet was purchased with the fund, adjacent to the new junior high school's athletic field, with assurances of the full cooperation of the school authorities in the use of their athletic facilities. As the acquired property had no ingress or egress to any street, a zone variance was sought and won over the protests of the usual "against-ers." With high hopes, the council incorporated as a non-profit corporation, elected a board of trustees with staggered terms to promote continuity. The board launched its first campaign for funds in November, 1949.

With a slogan of "Buy a Child a Share," the community responded with cash donations, pledges of labor, professional services, and building material which reached the $39,000 mark by February 1950. Every organization in town participated in the drive, from the chamber of commerce down to groups of school children who swelled the fund with their nickles and dimes. Plaques, pianos, and paint were only a few of the unusual pledges. Suddenly the town realized it was having fun in helping toward making La Canada the best place under the sun for its youngsters.

When the ground breaking ceremony took place on May 27, 1950, every detail had been worked out to its finest point. County Supervisor Roger Jessup applauded: "With practically everybody in the nation habituated to besiege the nearest government bureau for a handout of public funds, this is a breeze of hope that is rolling out of La Canada. The peo-

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MRS. CURRAN *is a life member of the La Canada Youth House and writes the "Inside the Youth House" column in the* La Canada Sun.

ple up there apparently are of the opinion that if they want a building for use of their youngsters, they should dig down and build it themselves, and own it themselves, instead of having the county finance it, and then put in a bureau to manage it."

From the groundwork up, the building took form with everything in it or about it completely donated, from the architectural plans, contracting, plumbing, painting, electrical system, roofing, lumber, bricks, radiant furnace system, down to the smallest tacks. "Roofing bees," "button board bees," "dad and shovel days" attracted the men of the town. Doctors, lawyers, butchers, bakers, artists, and salesmen with widely diversified experience donned overalls and, with the women and children providing stimulating coffee and refreshments, went to it. Square dances were held in the building while it was still in a rough state, with proceeds going to defray construction costs. A four-day community fair was held, help came from private clubs, and finally an allocation from the local chapter of the Community Chest topped off construction costs.

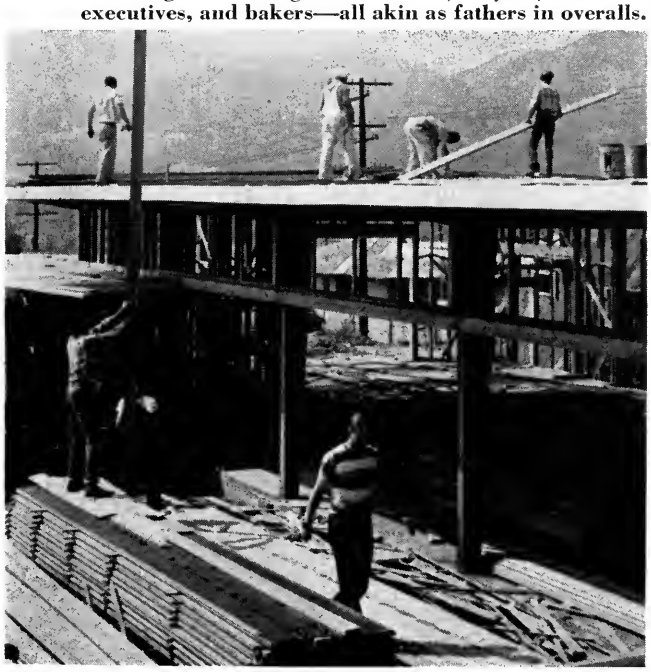
On October 25, 1951, the public was invited for its first look at a handsome, sprawling flagstone and stucco building of six thousand square feet, with the spacious auditorium displaying a huge fireplace which served as a barbecue on one of the patios. There are nine meeting rooms with outside exits so that groups can be held simultaneously without confusion, a kitchen, and a serving bar. With an eye to its use as the population increases, the walls on either side of the main room open to a patio, tripling its capacity. A large stage, complete with dressing rooms, is at one end of the assembly.

Hundreds of La Canadans who gave moral, monetary, or muscular support to the building of the community's new recreation building gathered on December 9, 1951, to hear the dedication to the memory of Percy Hamilton Johnson. The dream had materialized into an unencumbered youth center evaluated by insurance appraisers at $85,000 for building, land, equipment, and labor—which had been appraised at $2.00 an hour for voluntary adult and at $1.00 an hour for boys and girls—included in the sum total.

With the actual operation of the center, problems of different natures arose. To provide for operating expenses, an annual drive for members is launched in February of each year. In 1952, a goal was set and reached at $5,000. The following year, $8,000 was needed and $10,000 came in from the community which understood that the youth council depended upon it for support. One dollar buys a membership; one hundred dollars, a life membership; and one thousand dollars, a founder membership.

Whenever a specific need arises, the community ingeniously supplies the answer. Local merchants came through with collections for the purchase of records for the youngsters' "platter dances." In turn, the kids sold their old ones at children-operated booths at P.T.A. carnivals and used the proceeds to buy new ones. Some merchants donated merchandise as door prizes or for raffles at some of the groups' money-raising projects. One gas station proprietor turned over a day's profits. P.T.A. organizations frequently give the proceeds of paper drives. One market installed a permanent "grease collection" exchange where housewives designate that their credits for fat drippings go to the youth house. The fathers' council of the junior high school sponsors an annual harvest moon dance which has become a traditional social event in the community. A "buy a chair" campaign resulted in funds enough to buy three hundred chairs. Many groups and clubs make their project the raising of money to buy specific pieces of equipment. The furniture is all donated and repaired by parents. Other donors gave the public address system, shrubs, and garden equipment. Many bereaved members of the community indicate that a donation to the youth house is preferable to flowers, and a memory book of their names and contributions has been

"Roofing Bee" brought out doctors, lawyers, television executives, and bakers—all akin as fathers in overalls.



The huge barbecue fireplace on the Youth House west patio is more than worth its weight in mountain stone.

The finished house. Youngsters from junior high school next door enter directly from school grounds in foreground. Sixty-eight car parking lot on left.

compiled. When the need for the parking lot was publicized, a group of residents responded by planning, supervising, donating materials, and constructing a lot for sixty-eight cars with concrete wall, lighting, striping, bumper stops.

In its third year of operation, a pattern had been established which is continually being improved upon to handle the needs of the 2,700 children who use it monthly. A group of women active in P.T.A. and civic affairs formed a club which later was accepted into the Assistance League, primarily to staff and raise funds for the youth house. Each member must work forty hours, doing any job that comes along—which may be office work, hostessing visitors, burning trash, facilitating groups and their problems, gardening, defrosting the icebox, and many other chores. Besides this, the club features annual money-raising events, such as a fashion show and tea, or a series of supper dances, from which they have realized funds to present the youth council with stage curtains, fencing, and contributed a substantial check towards the first full-time director's salary.*

Designed principally for the use of organized youth groups in La Canada, the youth house's established policies and their observances are specific. Adult groups, except for political or commercial purposes, are permitted to use it and a donation is expected; but youth group needs have priority. A responsible adult must be present at any group meeting. Drinking of alcoholic beverages is prohibited on the premises. Smoking is permitted in designated rooms only when adult groups meet. Fireplace and barbecue use is strictly controlled. Clean up by each group is obligatory. Damage to the premises or equipment is the responsibility of the perpetrator. Accidents or injuries are recorded, and the school doctor is available. Dances follow a "code" established by the junior high school, ending promptly at 11:30 P.M., restricted to groups in the school district only. The building is cleaned and locked by midnight. Those attending functions must sign out if leaving before activity closes, stating time and destination. These house rules are amended to handle situations as they arise.

Use of the youth house is extensive. Twenty-seven different scout groups meet regularly, the boards of review, courts of honor, basic training courses, district meetings, special programs, and barbecues are accommodated. School groups provided with a meeting place include the P.T.A., pre-school nursery, school dances, shows, parties and assemblies. Church youth groups of all denominations, Red Cross first aid classes, organized private youth clubs such as the Rock, Gem, and Mineral Society, and Hi-Y, which must be sponsored by adults, are also given scheduled meeting time. Several adult groups meet, but only when youth groups do not need the space.

Children are made to feel that the youth house is their own and are encouraged to participate in every way possible. Scouting groups do gardening, cleanup, and maintenance work toward obtaining merit badges as a community service. Youth groups contribute required furnishings for their individual meeting rooms. Youth forums are held to discuss problems, and suggestions from the youngsters are carefully considered by the youth council. In their own activities, the children are steered by adult counselors into making their own plans.

Inasmuch as the youth house is owned by the community, a newspaper column called "Inside the Youth House" is published by the *La Canada Sun* which, in an informal neighborly way, acquaints the town of all developments, needs, or donations which appear under a "Youth House Angels" heading. An annual brochure, voluntarily compiled and printed, is mailed to each home giving a complete picture of current operations and a financial statement, voluntarily prepared by an outstanding firm of accountants. The town watches each month to see whom the youth council will honor with an "Angie"—an award given for outstanding volunteer services. The youngsters are similarly honored annually not only for the hours put in, but for the spirit in which the work is done.

The youth council feels that opportunities are unlimited for expansion. It would like to see classes established, besides the summer recreation course which offers games, dancing, arts and crafts, cooking, carpentry, baby-sitting, grooming, photography, and other absorbing hobbies. It knows that another year will see an end to indebtedness, as over half of the notes on the parking lot property has already been paid off. It would like to see the center fully furnished.

And it will. Because one man had a dream, and a whole town united to make it come true. ☆

* The first full-time director was Gene Landy, who served for the fiscal year 1954-55. Present director is Edward Bozonier.

NOTES *for the Administrator*

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Reporting Recreation Attendance

The Miami Beach (Florida) Recreation Department, in the year 1952-53, adopted the form of recording public recreation services recommended by the National Committee on Statistics for Public Recreation. The method proposed by the committee was designed to afford a picture of the nature and extent of the services rendered by a recreation department, for the information of the city authorities and the general public.

In its "Three-Year Progress Report" for the period 1951-54 the department records its use of the reporting method. The new method shows:

A. The number and kind of regularly scheduled activities conducted by the staff on duty at each facility, together with the attendance of participants and spectators at each.

B. Areas and facilities supervised by the recreation department (not including regularly scheduled activities above).

C. Registration of individuals. A cumulative, non-duplicating registration system which shows the actual number of persons who register with the recreation department, thus affording some comparison with total population, and so on.

D. Special interest group enrollment, showing how much interest there is in a particular interest group.

Mrs. Marion Wood Huey, assistant superintendent of the Miami Beach Recreation Department, was a member of the committee that prepared the report following an experimental period. The publication, *Manual on Recording Services of Public Recreation Departments*, is available from the National Recreation Association at fifty cents a copy. Recreation departments not familiar with this manual will do well to secure a copy and consider the advantages of recording their services as followed at Miami Beach.

Addition of New Families

An editorial appearing in the *Newsletter* of the American Society of Planning Officials detailed the facilities and services required of a city as a result of an addition of one hundred new families. It stated, "The city will have to buy about four acres of land: one acre for grammar school, one acre for high school, one acre for parks, and one acre for playgrounds and playfields."—*The Municipality*, August, 1955.

QUESTION: *Is your city doing this?*

Double Taxation of City Residents

The April, 1955 issue of *Popular Government*, issued by the Institute of Government at the University of North Carolina, contains an article by John A. McMahon, assistant director of the Institute, which discusses the implications in recent North Carolina cases involving the question of double taxation. This question is one that has been raised in many other states. The article points out:

Suppose that a county and city are jointly supporting an activity serving people throughout the county, such as a county-wide library, a county-wide health department, or some similar operation. Suppose further that the county pays fifty per cent of the cost of the activity and the city pays fifty per cent, and that fifty per cent of the total assessed valuation in the county lies within the city. The city tax-share of the activity, plus fifty per cent of the county's fifty per cent share—or seventy-five per cent of the total cost of the activity.

This situation exists in many counties throughout the country.

Reference is made to a 1953 case which involved a proposal for a city and county to erect a building for their joint use, the project to be originally financed by a city bond issue. The Supreme Court held that the question at issue was whether the issuance of bonds by the city to pay the total cost of the erection of a building in the city for the joint use of city and county was necessary expense of the city and it answered this question in the negative. "While the court did not specifically say so, the issue might be put this way: the city was to issue its bonds for a structure to house city activities, which is a necessary expense; but the city was also to issue its bonds for a structure to house county activities, and this is not a necessary expense for a city." The court implied that the project might have been valid had it been approved by the voters of the city, or if the project had been financed by non-tax city revenues.

The question of taxation was not raised in the case, but the court in its opinion cited *American Jurisprudence* and said, "It is clear that one taxing district, whether state, county, municipality, or district established for the particular purpose, cannot be taxed for the benefit of another district." The court also quoted from a Kentucky decision which seemed to suggest that joint support of an activity by a county and city from tax refunds was unconstitutional because it violated the uniformity rule.

In another North Carolina case a taxpayer sought to restrain a city and county from issuing bonds to erect and equip public library buildings and to collect taxes to pay debt service on the bonds. Under a special act of the General Assembly the county planned to issue $800,000 in bonds and the city an additional $800,000 for the purpose of adding to the library facilities in the city and elsewhere in the county. The proposed county bonds had been approved by the voters of the county and the city bonds by the voters of the city. The plaintiff pointed out that seventy-five per cent of the assessed valuation of the county lay inside the city limits so the citizens of the city would, in effect, pay eighty-seven per cent of the debt service on the bonds.

The court held that there was no double taxation in the case for one tax would be imposed by the city and another by the county. It noted that "double taxation is neither prohibited by the state nor federal constitutions, though the courts do not look upon it with favor." It was further noted that the general law authorizes two or more counties or municipalities, or a county or counties and a municipality or municipalities, to join to establish a free public library. Furthermore, the citizens of the city, who were alleged to be doubly taxed, had voted for the issuance of the bonds. The court said: "Under our government ultimate sovereignty is vested in the people, and they alone can say how they shall be governed." Joint support from taxes, according to the case, is not double taxation, and even if it were there is nothing in the federal or state constitutions to prevent it. ☆

The Goals of Management

Although delivered to the 40th Annual Conference of International City Managers' Association, this address is in large part applicable to the administration of recreation and park departments.

Luther Gulick

FOR FORTY years I have watched the careers of city managers, and have struggled with management myself, inside and outside of government, at all levels of administration, federal, state, and local. I think the true goals for which the managers have been striving may be stated as follows: To make our conduct of affairs technically sound, politically responsible, publicly acceptable, professionally approved, and socially constructive. I will venture to elaborate on each of these five points briefly.

Technical Soundness

We live in an age of technology and continually advancing application of scientific discoveries. Managers know that they have the responsibility for drawing on all of these advancing technologies in the public service. It is the managers who must find the method for bringing to the service of the city dweller the best in engineering, public health, social work, utility management, public architecture, accounting, procurement, crime control, traffic regulations, fire protection and prevention, property maintenance, institutional management, tax administration, budgeting, planning and zoning, personnel administration, legal service, and reporting—to name only the major areas of technical expertise involved in modern city management.

DR. GULICK, *city administrator for the City of New York and former president of the Institute of Public Administration, is chairman of the National Council on Research in Recreation of the National Recreation Association.*

The city manager not only makes it his goal to see that his city makes good use of these technical arts, but that he personally keeps himself and his top staff acquainted with the new developments, through professional association meetings, visits to places where promising experiments are going on, refresher courses, and time set aside for discussion and reading.

A high level of efficiency and economy is one of the most emphasized technical services of the good manager. At this point we share the drives of the private business manager.

We define economy not in terms of cash profit but as the doing of the appropriate job with the least use of men, materials, and time, measured over something more than a single month or year. Our definition must include human factors such as the morale of the public employees and the desires and reactions of the community. Within these limits the good manager is always looking for better methods and places to save and to cut taxes. But he will not willingly accept fake economies, like the postponement of maintenance, deceptive accounting, or the victimizing of the public employees.

In the search for technical soundness in administration, the manager can make no contribution half so important as he makes through the selection and recruitment of men and women of ability to fill the posts of his top and middle management. This must be done with a ruthless devotion to quality and character. One good selection in such appointments brings in its train years, even decades, of growing competence; and one inferior appointment guided more by politics or personal considerations than by merit brings years, even decades, of mediocrity and contagious inferiority.

When it comes to the modernization of equipment, indoors and outdoors, managers are, of course, restrained from immediately adopting every new development and every new efficiency gadget by budget and other considerations.

Political Responsibility

Our second goal is political responsibility. City managers have a profound duty to the city council which appoints them, and to the community in which they work, for complete political integrity.

I don't mean by this personal, money honesty. This goes without saying; and it is interesting at a time when people are talking about drawing up a "code of ethics" for congressmen and state legislators that no one questions the basic human honesty and vigorous consciences of city managers. For thirty years the city managers have had and lived by a published "Code of Ethics."

When I talk about political integrity I mean the clear recognition of the true status of the city manager in the American political framework. The manager is not a political boss; he is not concerned with building political power or gaining his ends through deception and the manipulation of the electorate. The manager does not reach for political responsibility and leadership, intoxicating as are such powers for most men.

Condensed and reprinted from *Public Management*, the official journal of the International City Managers' Association, January 1955.

The manager is the honest and devoted agent of the politically responsible appointment power. The public manager who has contempt for the difficult role of the politician and elected official is in the wrong profession. On entering his profession the public manager implicitly subscribes to a faith in the general efficacy of our system of elected political leadership and responsibility.

This does not prevent him from doing all in his power to guide and inform his council, or mayor, or board, on technical matters and on matters of policy. But on questions dominated by political considerations, he refrains from going beyond factual and administrative matters, and he does not carry his differences to the public even through underhanded channels. He recognizes the right of the electorate to choose seemingly unqualified officials; he recognizes and respects the right of politically responsible officials to make blunders or to adopt policies which may seem to him technically unsound.

The manager has also a responsibility to the community as a whole. He has the duty to inform and educate the public particularly on technical and administrative matters and to maintain professional and technical standards.

The public administrator must strive to be sufficiently wise to realize that informing and educating the public about the substance of better management and administration can and should have a salutary effect on the judgment of an electorate. And for that reason he must not shirk his duty for fear he will be charged with a violation of political neutrality. But wisdom in this twilight zone of managerial responsibility will tell him when and how to speak. And it will tell him when he must suffer in silence, awaiting the more propitious moment to speak his piece.

I know from experience and from long years of observation and consultation how difficult it is to draw the line I am here laying down. But I know also that the great managers have done it, and they have never lost sight of the goal of contributing to a higher standard of political responsibility in their long service to their communities.

Public Acceptance

Public acceptance is the third major goal and is closely related to what we have just been discussing. Managers not only want to be popular and well received in their communities. They want the public to look upon them as people do upon other top level business managers, lawyers, engineers, educators and productive servants of the community. To achieve this, managers must not only do a good job technically, and within the boundaries of political responsibility, they must "let their light so shine that men may see their good works."

This means, in practical terms, good reporting—an art in which city managers have always led the country — and a reasonable attention to friendly and informative relations with the civic, commercial, labor, educational, religious, and news-disseminating agencies of the community. This takes time and must not be undertaken with the left hand as a nuisance. It must be scheduled and prepared for and kept out of politics.

And may I add this: Good public relations is not a bag of tricks like putting on a sales campaign for a new breakfast cereal. Good public relations must be built into any activity or program. The program itself must be good; it must be honest; it must be developed with the genuine cooperation of those to whom it is to be "sold" and with those who will be called on to administer; and the affected public must have the opportunity to learn, consider, and weigh the factual technical basis for new programs and policies before they are called upon to approve or condemn. For these reasons public acceptance is not an afterthought to be handled by a smart press secretary; it is a basic goal of administration, continually in the mind of management. In this sense the public manager is both teacher and student in the perpetual town meeting of a civic and community discussion and decision.

Professional Approval

Professional approval is quite a different matter and involves not only our professional equals throughout the country, but also the leaders of other professions as well.

Few people appreciate the full significance of this point until they stop to think of what is happening in the modern world. With each decade mankind is developing more and more highly compartmentalized scientific knowledge; from this comes more and more highly differentiated technology; and from this arise the many varieties of specialists, not alone in medicine, chemistry, physics, engineering, and so on, but also in the increasingly skilled service trades.

All of these professions and skills work for all of us, for society as a whole. They fix our teeth, our hearts, our nerves, our bones; our automobiles; our TV's; our homes; they give us pure water and air; they build bridges, and roads, and factories, and power plants; and they cart off our wastes. They manufacture and distribute goods. They protect us, educate us, clothe us, feed us, shelter us, entertain us, and they shrive our souls and in the end lay us to rest with our forefathers, who did most of these things for themselves.

The common man, and we are all common men in most of our activities, cannot know anything about the technical adequacy of the services performed by all of these experts, though we do have a pretty good judgment of end results and retain the right to pass on these.

Who then sets the defined standards of professional and technical service? There is no one who can do this except the profession itself. It is the doctors who set the standards for the doctors; the lawyers and judges for the law; the engineers for engineering; accountants for accounting; educators for teaching; and managers for management. That is why it is not only right, it is imperative for us to be deeply concerned that we may deserve the approbation of our peers. Adherence to the standards of the recognized profession which goes with professional approval, is the device by which a highly differentiated and technological community maintains the responsibility of each profession toward society as a whole.

Many years ago one of the wisest public leaders, administrators, and military geniuses I have ever known, the late Jan Smuts of South Africa, said

to me, "The use and control of the expert is the greatest problem of our generation."

How can our society give such trust to the experts, when the common man can't possibly understand what the specialists are doing? I suggest that the answer is found in three controls: first, the ultimate judgment of results by mankind in a free, competitive, and democratic society; second, the curative force of continuous professional research; and third, the development of standards by the responsible professions.

This does not mean that the professions can hold themselves sacrosanct in the face of public criticism. To be responsible is to nourish and keep seminal the channels of communication between profession and society. Failure in this invites degradation of the professions. The failure of one profession affects us all. A concept of service and devotion to the search for new truth is the common element that binds professions together.

Value to Society

The long-range human test of management is value to society. It is therefore the final goal of management to be socially constructive. There are so many angles to this thought that I can only touch on a few suggestive points here.

The whole idea of city government is one of service and cooperative endeavor. Human beings cannot live in urban congestion and enjoy the economic service and cultural benefits of close association without limiting anarchy. And, at the same time, we want to preserve the maximum of freedom for the individual to fulfill his potentialities. We therefore not only want our service to be well thought of and to be approved by our peers; we want it to *be* of value to our communities and to mankind in the long quest for social betterment.

Wherein lies the distilled essence of this contribution, the unique service performed for mankind by management? Is there such a contribution? Surely, we know there is. What is it?

I say this contribution, this unique service, is found in the application to human affairs of the skills of advance programing in public affairs, organizing, staffing, delegating, directing, coordinating, budgeting, reporting, and holding public servants accountable to their assignment and true to their trust. Through these processes of administration, the manager brings the services of the expert to society and not only holds in balance the competing activities of government but relates the entire enterprise to the resources and desires of the community. This is a service of supreme value which cannot be performed by any other profession or calling.

Deep down in the heart of every public manager there is for this reason a reward which goes beyond his pay check, beyond the applause or blame, beyond the feeling that something done was sound and efficient, the still small voice which says that which you have done this day is worth doing for mankind. You have used your special skills and energy, your knowledge and faith, in making life better, not for personal reasons of vanity, power or gain, but because as a human being you find satisfaction in serving mankind.

It was this feeling which Abraham Lincoln had in mind when he said to a group which sought to dissuade him from finishing the war in 1864: "I desire so to conduct the affairs of this administration that if at the end, when I lay down the reins of power, I have lost every other friend on earth, I shall at least have one friend left, and that friend shall be down inside me." ☆

STATEMENT OF OWNERSHIP

STATEMENT REQUIRED BY THE ACT OF AUGUST 24, 1912, AS AMENDED BY THE ACTS OF MARCH 3, 1933, AND JULY 2, 1946 (Title 39, United States Code, Section 233) SHOWING THE OWNERSHIP, MANAGEMENT, AND CIRCULATION OF RECREATION, published monthly except July and August at New York, N. Y., for October 1, 1955.

1. The names and addresses of the publisher, editor, managing editor, and business manager are:

Publisher: National Recreation Association, 8 West Eighth Street, New York 11, N. Y.

Editor-in-Chief: Joseph Prendergast, 8 West Eighth Street, New York 11, N. Y.

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2. The owner is: (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of stockholders owning or holding 1 per cent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a partnership or other unincorporated firm, its name and address, as well as that of each individual member, must be given.)

National Recreation Association, Inc., 8 West Eighth Street, New York 11, N. Y., a non-profit organization. The officers are: Otto T. Mallery, Chairman of the Board; Paul Moore, Jr., First Vice-President; Susan M. Lee, Second Vice-President; Grant Titsworth, Third Vice-President; Adrian M. Massie, Treasurer; Gustavus T. Kirby, Treasurer Emeritus; Joseph Prendergast, Secretary. (Addresses care of National Recreation Association, as above.)

3. The known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: (If there are none, so state.)

None (nonprofit organization).

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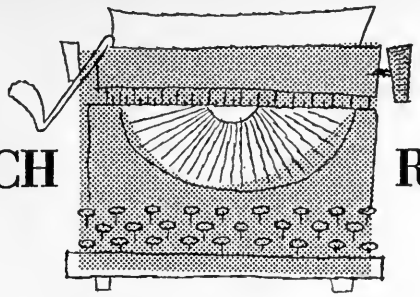
5. The average number of copies of each issue of this publication sold or distributed through the mails or otherwise, to paid subscribers during the 12 months preceding the date shown above was: (This information is required daily, weekly, semiweekly, and triweekly newspapers only.)

Alfred H. Wilson, Business Manager

Sworn to and subscribed before me this 15th day of September, 1955.

Emily H. Stark, Notary Public, State of New York. No. 41-3813275.

Qualified in Queens County. Certificate filed with Queens County Clerk and Register. Term expires March 30, 1957.



RESEARCH REVIEWS AND ABSTRACTS

George D. Butler

• A one-day conference under the auspices of Little League Baseball, Inc., was held in New York on May 31, 1955 for the purpose of discussing proposed research projects relating to organized competition for young children, particularly Little League Baseball. Suggestions for possible research had been submitted in advance of the conference to Dr. Creighton J. Hale, the organization's director of research, who will be responsible for carrying out the proposals adopted as a result of the conference. The participants included representatives of the U. S. Office of Education, American Medical Association, the National Institute of Mental Health, the National Recreation Association, and several eastern universities. Topics discussed included administrative problems, with special emphasis on the selection and training of leaders and physiological, psychological, and sociological problems related to the conduct of competitive sports program for young children.

America's Needs and Resources—A New Survey

J. Frederic Dewhurst and Associates. New York: The Twentieth Century Fund, 1955.

A review of the chapter on "Recreation."

This represents a second presentation of American needs and resources, the first having appeared in 1947. This chapter is of significance for it reflects the important concern of the authors for recreation as a basic factor in the economic and social fabric of American life. Major emphasis is placed upon consumer expenditures for recreation goods and services, and government expenditures for recreation on local, state, and national levels.

Consumer expenditures are presented largely from United States Department of Commerce data. The authors place correct emphasis upon recreation expenditures as a vast segment of the economic prosperity of our nation, and point out that countless jobs are created as a result of people's demands for recreation goods and services.

They have difficulty in deciding just what items are to be included as recreation when computing consumer expenditures. The Department of Commerce is quoted as listing expenditures for strictly recreation goods and services as $1,900,000,000 in 1933 and $10,500,000,000 in 1952. With the addition of government expenditures of $403,000,000 in 1950 the total reaches $11,000,000,000 even within narrowly defined limits. Vacation travel, listed at $12,000,000,000 in 1950, combined with other expenditures—such as for sports clothes—could easily lift the total to $40,000,000,000 in 1950, depending upon what items are included. Taxes collected on recreation goods and services by the federal and state governments in 1952 are listed at $915,000,000.

The chapter includes very brief historical mention of the recreation movement rise and cites statistics regarding trends toward greater participation in the arts, music, and the theater. Recreation studies in California, Minnesota, and by the National Recreation Association are drawn upon for various data.

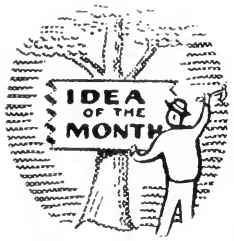
Regarding government expenditures for recreation, including a forecast as to the adequacy of such funds in 1960, government expenditures amounted to $49,000,000 just prior to World War I, to over $220,000,000 in 1932 and to $403,000,000 in 1950. A figure of 38.1 per cent is also cited as the amount of nation-wide community chest funds allocated to private or voluntary leisure-time agencies in 1950. Local governments have spent less than $2.25 per capita for recreation in 1950 as compared to a recommended $5.00.

The authors are not optimistic regarding the ability of government expenditures to catch up with the recreation needs of the people. They feel that increased appropriations for current services will reflect only those sums needed to meet the costs of increases in the prices of goods and services. Their statement that this is a reasonable assumption based on experience of the past two decades appears to be open to challenge by those who have been associated closely with the recreation movement in the past quarter-century.

They feel that any real increases in government expenditures will come at the federal level in conjunction with national park services and similar enterprises. More optimism is expressed with respect to funds for capital outlays, principally owing to needs for playgrounds and playfields for an ever increasing child population. Their conclusion is that government expenditures for current recreation needs will perhaps reach $276,000,000 by 1960, some $124,000,000 short of the $400,000,000 they estimate necessary to meet needs of the public. Likewise an estimated $310,000,000 needed for government capital outlays in 1960 will fall short by $130,000,000.

Although one may be more optimistic regarding the nation's ability and willingness to narrow the gap between recreation needs and resources than the authors appear to be, the authors have presented valuable factual information and have pointed out considerations which should be reflected upon by thoughtful recreation professionals.—Dr. Gerald B. Fitzgerald, *Director of Recreation Training, Department of Physical Education and Athletics, University of Minnesota.* ☆

Mr. Butler *is director of the NRA Research Department.*



Let Your Programs Express the True Holiday Spirit

These warmly beautiful ceremonies could also be used in community centers, schools, libraries, hospitals, private organizations, clubs and so on —bringing to buildings or a series of rooms the beauty, peace and real significance of the season.

It's Christmas

Life-size figures and living animals in crèche outside church.

One of the oldest traditions at St. George's Episcopal Church on the lower East Side of New York City is the "Evening of the People." On this evening, which is usually three or four days before Christmas, entire families gather to *decorate the church.* As many as fifteen hundred people have come in response to a gracious invitation. The "winding of the greens" is begun at 8:30 P.M.

Large wooden frames—which fit the windows—are covered with chicken wire. Ivy greens are woven in and out around the wire until it is completely covered. Festoons of greens are hung along the balconies and behind the choir loft and are draped over doorways. During the decorating, the organist plays the wonderful traditional Christmas carols, with the children and adults singing as they work.

The decorating takes a couple of hours and is done with great care. When it is finished the church lights are put out, and while the organist plays the *Pastoral Symphony* a huge lighted star is raised very slowly until it reaches the ceiling just above the altar. The people then sing "We Three Kings of the Orient Are," after which the Christmas story is read.

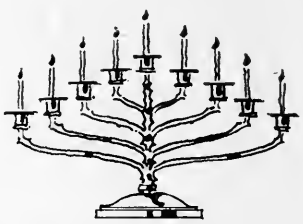
Two little girls dressed as angels come to the altar and unveil a crèche for which they have been responsible. The other children come slowly down the aisles of the church in single file, singing "Away in a Manger." A closing prayer is given, followed by the singing of "Silent Night." All the lights in the church are turned on and everyone goes to the parish house for coffee and doughnuts.

In addition to the decorations inside the church, a large crèche is set up out-of-doors. The figures used are life-size. Real animals standing watch by the manger, plus the music of Christmas carols, serve to remind the community that Christmas is a festival of joy for all people.

After fifty-five years, this dramatic and impressive program of St. George's Church is no longer merely tradition. It has now become a part of New York City folklore.

Your community groups may like to "decorate the churches"—and in addition they may enjoy taking part in the decorating of: the community building; the school; the town square; the courthouse; the hospital; main street; the museum; the library. (See "Teen-agers Give Oyster Bay a Christmas Look," RECREATION, December 1953.—Ed.)

It's Hanukah



Year after year, many Jewish young people share in Christmas celebrations, but how many non-Jewish boys and girls have had an opportunity to know or participate in Hanukah? This is a Feast of Lights, celebrated by the people of the Jewish religion at approximately the same time as those of the Christian faith are celebrating Christmas. Hanukah lends itself to dramatic presentation, and is one of the most joyous of the Jewish festivals. The history of Judas Maccabees is read, for the festival is founded upon the courage of this man,[1] who was leader of his people in a struggle against pagan altars in the Temple in Jerusalem. Especially impressive is the traditional lighting of the Menorah. One candle is lighted each evening for eight days—the eight days constituting Hanukah. During this time there are many gay festivities at which songs are sung, games are played and gifts are exchanged; parties are numerous and pancakes and other traditional Jewish foods are served in the homes. Hanukah plays are given and these are based on the historical facts concerning the Feast of Lights.

Find a group of young people and adults who are willing to plan with you and share their traditions with others. Alternate the telling of the Christmas story, and the Feast of Lights, in your holiday program. Informal dramatizations would be effective. Gift giving is a part of both Hanukah and Christmas. Have a grab bag, or exchange inexpensive gifts ahead of time; or collect gifts for hospitalized children or shut-ins. A combination of the two festivities offers endless possibilities.[2] ☆

[1] 1 Maccabees 4:36-61.

[2] Send to National Jewish Welfare Board, 145 East 32nd Street, New York City, for their booklet of program material for Hanukah, available for one dollar.

The Burning of the Greens

Anne D. Chilton

Add something new to your program this year!

SOMETHING NEW!

It appears the city will offer its citizens something delightfully new, eye-filling and inexpensive as a New Year's gift this evening, assuming the weather lends a helping hand.

We've been familiar with the phrase "hanging of the greens" as far back as we can remember, but not until the other day did we encounter "burning of the greens" for the first time. Seems it's an old German custom several centuries old and smacks of both pagan and Christian concepts. Folks believed that to burn the Christmas greens at the close of the holiday season would ward off evil spirits as well as save the tree from the disgrace of the refuse heap. The flames were supposed to commemorate the light of the Star which guided the Three Wise Men to Bethlehem.

From editorial in *Lynchburg Daily Advance*

All good recreation departments are constantly re-evaluating their programs. In Lynchburg, Virginia, in the fall of 1953, we found ourselves wondering if we could not make some further contribution to the Christmas season. We had the Christmas handcraft program and the neighborhood community houses held parties and dances; but the feeling persisted that we should do something the general public could enjoy. A community tree and carol sing in the business district had been successful years ago; however, the city fathers frowned upon a revival of this, as it would tend to tie up traffic.

Various other suggestions were made and discarded as impractical. Then we heard of several communities which held a public burning of the greens. So, in 1954, Lynchburg revived this ancient custom. One of the finest things about the project has been the way three city departments have worked together to make it a success. We realized in our initial planning that we would need the cooperation of the fire department and the public service department; this cooperation we received in full measure.

While tradition held that the greens should be burned on Twelfth-night, we felt that it would be more expedient to hold the event nearer Christmas. In 1954 we held the burning on January 3. Our fire chief strongly advised this earlier date as the longer the Christmas greens stay in homes the drier and more acute fire hazards they become.

All through the week following Christmas the greens are collected by the public service department and taken to the location of the burning, where they are placed to form a gigantic star with fifty-foot points extending from a center one hundred and twenty feet in diameter. In the center the greens are piled about fifteen-feet high, tapering to the points. One man supervises placing of greens so the star will be uniform.

The first year we used a number of chemicals on the greens, hoping to achieve varicolored flames. The colors did not show up enough to justify the additional work and expense. It was decided, the next year, to dispense with the chemicals.

On the night of the event, the fire department sends a fire truck to stand by throughout the evening. The Lynchburg life saving crew cooperates by sending their truck with spotlights to illuminate the star until it is ignited.

The ceremony is brief but we have found it effective. A short talk is given by the mayor or city manager, who welcomes the spectators and tells something of the custom of the burning of the greens. The fire chief then steps forward and hands the speaker a lighted torch. Five teen-age girls, chosen from five community houses representing various parts of the city, are the torch bearers. They are dressed in white boots, red slacks, white sweaters, and colorful stocking caps. Each girl steps forward, lights her torch from the mayor's, and is then escorted by a fireman in uniform to a point of the star. As a fire siren sounds, each girl touches her torch to her star-point. The greens ignite rapidly, sending flames as high as one-hundred feet.

Points flare as fire chief looks on.

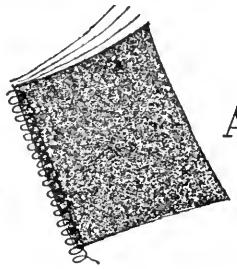
Lynchburg, called "The Hill City," has a natural advantage for the project, because of the terrain. Location of the burning has been a sanitary fill almost in the center of a large natural bowl, making it possible for many people to witness the event from the hills above. At the same time, it has made it almost impossible to get an accurate count of the number of spectators. While estimates have been made from five to ten thousand, all that we can say for certain is that the event has been well received.

The first year, a brilliant shooting star swept across the sky just as the torch bearers ignited the greens. We took this to be a good omen for the occasion and felt that many of the spectators did too. ☆

(*Why not follow this with a good, rousing community sing?*—Ed.)

Flaming star is seen from hills.

ANNE D. CHILTON *is arts director of the parks and recreation department of Lynchburg, Virginia.*



A REPORTER'S NOTEBOOK

ARS Officers and Awards

New officers for the American Recreation Society, elected at the society's annual conference immediately preceding the NRA Congress in Denver, are: president, George T. Sargisson; president-elect, J. Earl Schlupp; first vice-president, Dorothy Taaffe; second vice-president, Charles Cranford; treasurer, Austin Welch; and secretary, Hubert Snyder. Members-at-large of the Administrative Council are E. Dana Caulkins, Oka Hester, Jesse Reynolds, R. B. McClintock, Jackson Anderson. Fellow awards were presented to Thomas Lantz, James S. Stevens, Jr., Verna Rensvold, Ralph Hileman, Kathryn Krieg. Special citations were awarded Charles E. Doell, Willard N. Greim, Lillian Summers, G. Ott Romney, and Stephen H. Mahoney. The Presidential Citation was given to retiring president Sterling S. Winans.

Army Service Club Contest Winners

In the recent Sixth Army Service Club Program Contest, designed to stimulate creative planning and presentation of outstanding service club programs, the following winners were announced at the National Recreation Congress in Denver: *first place*, "Knowing Your World" — Presidio Service Club, Presidio of San Francisco, California; *second*, "Desert Field Trip"— Test Rest Service Club, Yuma Test Station, Arizona; *third*, "Around the World in Springtime" — Fort Baker Service Club, Presidio of San Francisco, California; *fourth*, "Valentine Sweetheart Contest" — Central Service Club, Fort Ord, California; *fifth*, "Open House Program" — Mountain View Service Club, Fort Hauchuca, Arizona. Seven other programs were accorded honorable mention.

The winning programs will appear in a series in RECREATION, starting with "Knowing Your World" in the January issue.

Congress Delegates Address Clubs

Experts from the Congress addressed more than two thousand business and professional men at various service club meetings in the Denver area during the week: Joseph Prendergast spoke to the Rotary Club; Robert W. Crawford, Philadelphia recreation commissioner. addressed the President's Round Table; Sterling S. Winans, director of the California State Recreation Commission, talked to the Lions Club; Nathan L. Mallison, recreation superintendent of Jacksonville, Florida, talked to the suburban Kiwanis; F. S. Mathewson, recreation superintendent of the Union County (New Jersey) Park Commission, spoke to the Civitan Club; and George Hjelte, general manager of the Los Angeles Recreation and Parks Department, spoke to the downtown Kiwanis Club.

Congress Bon Mots

Keith MacDonald, Vallejo, California: "The presentation of this dish to Mrs. Gallagher is quite appropriate because she is such a dish herself."

Mrs. Blake, Kalispell, Montana: "Recreation workers are interested in recreation from the basket to the casket."

Anonymous: "Stew made a mental bet and lost his head."

Hotel Porter: "Middle Atlantic District, eh? Isn't that pretty far out to sea?"

Nathan Mallison, Jacksonville, Florida: "One of the reasons for turning a man down for a military commission is malocclusion. I have often wondered: Is an officer supposed to bite his men?"

F. S. Mathewson, Elizabeth, New Jersey: "The purpose of selecting these five or six people for this panel was because they wanted individuals who showed evidence of wear and tear."

How the Indian Climbed the Rock

Congress delegates who saw the show at Theatre of the Red Rocks have been wondering how the Indian got on top of the huge rock in one of the show's breathtaking scenes. David Abbott, deputy assistant manager of improvements and parks in Denver gives the answer:

"We had one of our mountain climbing buddies belay (rope) the Indian up the back of the rock before the performance. He stayed up there all during the production —there is a ledge on the back of the rock — then came down after the show was over. However, it isn't advisable for anyone but an experienced climber to try it."

New Committee for New Jersey

A State Recreation Advisory Committee has recently been appointed by Joseph E. McLean, commissioner of conservation and economic development. The committee will advise and consult with the commissioner and his staff on the state's recreation needs and requirements. Long range development plans will be initiated. Members of the committee are: Thomas Cavanaugh. superintendent of recreation, Passaic; George T. Cron, assistant superintendent of recreation of the Union County Park Commission; Professor George W. Dochat, Department of Physical Education, Rutgers University; Edwin H. Goodwin of Plainfield; Charles L. Juliana, director of recreation, Wildwood; Belford L. Seabrook, Seabrook Farms, Alloway; Mrs. Kenneth B. C. Wallace of Newark, and Monte Weed of Fair Lawn, president of the New Jersey Public Recreation Association.— *New Jersey Recreation Development.* October, 1955.

Hobby with Carry-Over

Beth Wallace Yates, superintendent of recreation in Sylacauga, Alabama. reports:

"One of the ladies' study clubs had 'Hobbies' as its theme for the year. Mrs. T. R. Lane, a club member, has been on the Sylacauga Park and Recreation Board since its organization (about 1938). When it was her turn to have

the program, she talked on her hobby—the recreation program. She gave the history of recreation in Sylacauga, beginning with the organization of the board, the first playground, and so on.

"The talk was so interesting, she was invited to speak to the Rotary Club and then the Junior Chamber of Commerce Auxiliary, the Exchange Club and all the other clubs in town. New industries moving to Sylacauga have brought people from many parts of the United States. They, as well as the older citizens, have all expressed their interest in the talk. We think it was tops in public relations."

Facts and Figures

Kansas: In Shields (pop. 35), the Jayhawk 4-H Club is making a new roadside park and picnic site its major conservation project. The area, at one time a fairground, had recently been used as pasture land. Club members planted fifty trees and watered them through the hot summer. The community is donating a well to help this transformation along. Picnic tables and facilities are also promised.

Missouri: A 3,200-acre wilderness park, just ten miles east of Kansas City, is being developed by Jackson County. The result of a $3,000,000 bond issue authorized last August, the park will encompass the most scenic spots of the Little Blue River valley and will include a 1,000-acre lake for recreation and conservation purposes.

North Dakota: A recently authorized bond issue of $130,000 will enable Mayville (pop. 1,790) to have a new swimming pool by next summer.

New Parks Statistics

The National Park Service has recently published the latest compilation of state park statistics. This publication is of great interest to park and recreation leaders as it provides data on expenditures, sources of funds, attendance, areas and acreage, personnel, and anticipated expenditures for the coming year. *State Park Statistics—1954* may be obtained upon request from the Division of Cooperative Activities, National Park Service, U. S. Department of the Interior, Washington, D. C.

"All right, Crockett—blast off!"

Reprinted with permission from *Today's Health,* October, 1955.

What-Next? Department

If a Boston inventor carries through present plans for an audience participation theater, kids who attend the Saturday matinee won't only be watching their favorite cowboy—they'll be joining him. Patent plans of Frank E. Leahan reveal that fifty-five wild-eyed mechanical horses will seat the small-fry patrons, a special transparent side screen will give the riders a filmed glimpse of the iron-jawed posse members, and cap pistols will enable the junior pursuers to blaze away at the villain of the moment. Ribbons of light jetting from front to rear will attest to the speed of the chase while a cool western breeze will fan flushed faces and disseminate heady clouds of gun smoke. If the sheriff's young sidekick leaves the theater without saddle sores, he's sure a lucky hombre. — *The 2-to-5 World, News,* November, 1955.

The Craftsman's World

The American Craftsmen's Educational Council will sponsor the first museum to be devoted exclusively to handcraft exhibitions. The new museum, which will open in April at 29 West Fifty-third Street, New York City. will be financed through membership dues from individual craftsmen and craft groups.

Also in New York City, the Elder Craftsmen Shop opened recently. This shop is maintained by the Welfare and Health Council and is stocked with handmade high-quality items — to be sold on a commission basis—produced by people over sixty years of age. All items submitted are screened by a judging and pricing committee. Advice and assistance is provided to those whose articles are not accepted in order to help them improve the quality of work so that it will meet the standards.

Record Equipment Sales Expected

A record amount of money spent for "board games" this year is predicted—retail sales are expected to reach $100.-000,000. Family stay-at-home evenings. the high level of economy, and the greater number of children in the country are given as main reasons for the increase of about fifteen per cent over last year's sales. Also, an increase in sporting goods purchases of five per cent over last year—bringing the total sales to more than $1,300,000,000—is expected, according to recent news items in *The New York Times.*

Changes in Teaching

The most significant change in the techniques of teaching is not so much that teachers have developed radically new methods of teaching. It is that the average teacher is now expected to use techniques formerly employed only by the most gifted and imaginative teachers. — *New York State Committee of the White House Conference on Education.*

IN MEMORIAM

Kate Wollman

Miss Kate Wollman, New York City philanthropist, died in October at the age of eighty-five. Miss Wollman was the donor of the Wollman Memorial Rink and recreation center in Central Park (RECREATION, March, 1951, page 538) as well as other public-spirited gifts. The Park Association of New York City citation for 1950, the first honorary membership from the Girl Scouts Council of Greater New York for "outstanding good deed of the year for children," and a citation from the city were among her many honors.

William H. Harth

William H. Harth, superintendent of parks and recreation in Columbia, South Carolina, since the early 1940's died in September. He was president of the State Society of Recreation Workers in 1947 and one of the members of the first National Recreation Association Southern District Advisory Committee, on which he served from 1952 to 1954.

Let Your Teen-agers Celebrate the New Year

The dancing was in the best gay New Year Eve tradition.

The refreshments included sandwiches, salads, punch.

How "Club '55" planned a successful party.

Bernard J. Guagnini

WHAT TO DO New Year's Eve? This is a question that confronts teen-agers throughout the country. They ask, "What can we do to have fun, keep out of trouble, and not be a bother to our parents?"

In Ephrata, Pennsylvania, the teen-agers did something about it. A representative committee met with the recreation director and recreation board and was granted permission to hold a teen-age New Year's Eve celebration in the local recreation center. The board went so far as to say that they would provide a staff to serve the youngsters for this affair.

Five committees were appointed by the boys' and girls' clubs to make the initial plans. Each committee, made up of two boys and two girls, held a series of meetings; and, at a mass meeting, the following plans were drawn up:

Ticket Committee. Selected the name of "Club '55" for the event. An advance ticket sale, at $1.50 per couple, was to be held—with a limit of eighty couples. One person from each couple had to be a student in the high school. Table reservations could be made for parties of four, six, eight, or ten. Hours would be from 9:00 P.M. to 1:00 A.M. Adults could visit the club until 9:00 P.M.

Refreshment Committee. The menu included:

Sandwiches

Chicken's Delight (Egg salad)	Porky's Petunia (Ham salad)	Quaker City Jazz (Cheese)

Beverages (three kinds of punch)

Teener's Delight	Club '55 Special	Orange Fizz

Chips, pretzels and cookies

The only charge would be five cents for the beverages.

Publicity Committee. Was responsible for the publication of front-page articles in the Ephrata and Lancaster newspapers. Arrangements were made with WGAL-TV for a fifteen-minute program planned to provide the spark for other communities to sponsor similar affairs.

Decoration Committee. Under the direction of this committee, the center was given the atmosphere of a gala night club. Theme of the decorations was the old year ushering in the new year. Soft lighting provided by candles and colored spotlights brought exclamations of awe from the many adults who visited the club.

Entertainment Committee. A floor show was planned. This was divided into two parts. For the first, a professional comedy team was engaged by our youth council through a theatrical agency. The reason for a professional act was to give the youngsters something different and also to add to the night club atmosphere. The second part featured local teen talent on a voluntary basis. The selection was easy since the council decided that each of the boys' and girls' clubs would be responsible for one act. At that time there were three boys' and three girls' clubs. They were limited to six minutes each. This worked out very well because the friendly rivalry between the clubs stimulated them to try to out-do each other. A similar event is held each year as a post-prom party following the junior-senior high school prom.

Gifts to be used as door and novelty dance prizes were provided by local merchants.

Adult Cooperation. Twenty-six adults served as the staff of "Club '55" in the capacity of waiters, doorman, candy girls, photo girls, and so on.

Total cost for this event was $151.34, while the income from admissions and sale of beverages was $148.37. The teen-age clubs assumed the deficit by holding a bake sale at a later date.

The entire affair was a success and the idea has spread to other communities in the county. The teen-agers not only had a good time, but proved that they can plan and sponsor good recreation activities without being a burden on the adults of a community. ☆

MR. GUAGNINI *is recreation director, Ephrata, Pennsylvania.*

The "What" and "Why" of JOB ANALYSIS

J. J. Donovan

IT IS VERY important for any executive in the field of recreation, for anyone who has administration responsibilities for that matter, to have a good insight into the *what* and *why* of job evaluation. If he knows the *how* as well, so much the better. The main difference here is whether you're interested in the subject with a view toward setting up your own job analysis plan, or whether you are operating under a plan already set up by the personnel office or civil service agency.

• *What is job analysis, and how does it apply in the field of recreation?*

Stripped of all its technical trimmings, job analysis is essentially a systematic plan for studying and recording what each employee does in his daily work. The end-product is a series of written job descriptions or "class specifications" which are useful in a variety of ways to various people. It is used for:

Setting pay rates. Without a systematic job analysis plan, any effort to establish fair, uniform pay rates is under a tremendous handicap.

Budgeting personal services. If the job analysis plan is tied in with a uniform pay plan, the work of preparing the annual budget is made far easier and far more accurate. This is particularly true in a service activity such as recreation where the item of "personal services" can be as high as seventy-five per cent of the total annual budget for the recreation department.

Organizing the staff. Top management and line officials can do a far better job of staffing the organization and securing replacements if they have a job analysis plan to guide them.

Recruiting personnel. A job analysis plan is the foundation for any systematic approach to recruiting qualified employees. This is equally true whether your agency is one operating under a formal civil service system or whether you have your own personnel program.

Training employees on the job. It is often necessary to train employees in the details of their work assignments after they are actually on the job. This is made much easier with a job analysis plan.

Evaluating job performance. Unless management first knows what each employee is expected to do, how can you judge how well he does it?

Promotion. A good job analysis plan will serve as a useful guide to management and the personnel office in filling vacancies by promotion from within the organization.

A job analysis plan has other uses, but the ones mentioned will demonstrate its value. The larger the organization the more useful such a plan becomes, but even a relatively small recreation department can make profitable use of job analysis. It is useful to top management, to "middle management," to the budget office, to the personnel office, and, by no means least, to the rank-and-file of employees. You may be surprised to know that there is a direct connection between having a job analysis plan and having good employee morale.

• *What Is a Job-Analysis Plan?*

We are using the term "job analysis" here, but there are also several other terms covering practically the same thing, which are used both in the public service and in private business, such as "job evaluation," "point rating," "factor comparison," "job engineering," and "position classification." This last term, position classification, is the one most widely used in the public service to describe the process of job analysis. In fact, you will find reference in many civil service laws and rules to such phrases as the "classified service" and the "unclassified service." This simply means, in civil service language, that jobs which are under civil service are covered by a position-classification plan, and that jobs which are *not* under civil service are "unclassified" or not included in the classification plan.

In its essential form, a job analysis plan is a set of written descriptions or "class specifications" each one of which describes a particular kind of job or set of duty assignments. These class specifications are prepared in accordance with some standard format, decided on in advance to facilitate comparisons between one job class and another. Although you will find some variations in the format of class specifications from one job analysis plan to another, here are some of the typical major parts of a written class specification:

1. *A Standard job title.* The title should be as accurately descriptive as possible in a few words. If there is more than one level of difficulty, or more than one area of specialization in the particular job "family," this should be reflected in the title.

2. *A general statement of the duties of the job and where it fits in the organization's structure.* This is usually a brief, broad statement couched in general terms.

3. *Supervision received and supervision exercised.* Where the employee gets his instructions or orders, whether they are in general or detailed form,

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From a talk at the National Recreation Congress, St. Louis, Missouri, 1954. MR. DONOVAN *is associate director of the Civil Service Assembly of the United States and Canada.*

how much discretion he exercises on his own, and the extent, if any, to which he in turn supervises the work of others.

4. *Typical duties.* This part of the job specification pictures the employee in action. It tells specifically what he does in concrete terms and gives enough illustrations of his everyday work assignments so that you can get the "feel" of the job.

5. *Job qualifications.* What the employee needs in the way of training, practical experience, aptitudes and skills, qualities of personality and physique, to do his job adequately.

Each class specification in the plan can cover anywhere from a single, unique job performed by only one employee to a job being performed by two, ten, or a hundred employees. The class specification for the head of the organization is obviously a one-man job. In the same organization, however, there may be thirty or forty employees who are all doing the work of a playground leader. The important consideration is that each employee's job should carry a standard job title which tells with reasonable accuracy what his current duties are. It is natural, of course, for employees to think that their job and the way they do it is different from that of everyone else in the organization. That is where some of the headaches arise in administering a job analysis plan.

• *The "Whatnot" of Job Analysis*

This is a pretty good term to describe some of the things I have in mind, because you will find that it is a lot like those little "whatnot" shelves that used to stand in our grandmothers' parlor—full of odds and ends. These whatnots include some things which cause trouble in developing and using a job analysis plan:

Confusing a job analysis plan with an "efficiency" survey. While the two are related, they are quite distinctly different. A job analysis plan is intended to describe what the employee is doing—not why he is doing it or even whether he ought to be doing it at all. Management, of course, should be continually on the alert to eliminate duplication and unnecessary activities and to improve work methods. If you think that a job analysis plan will automatically do this for you, however, you will probably be disappointed.

Setting up job classes that are too narrow. This results from an overemphasis on minor differences between two or more closely similar jobs. The host of special job titles which result produces a rigid and inflexible organizational structure. While the employee may at first be highly pleased that his own particular job has been recognized by a special title, the ultimate effect on employee morale can be a bad one. "Over-classification" results in many dead-end jobs, narrow lines of promotion, and an incentive to specialize to the detriment of the employee and the organization.

"*Under-classification.*" This, the reverse of the above, consists of relatively few class specifications, which are so broad as to be practically meaningless. While this does not occur as often as over-classification, it is also something to guard against. It happens when two or more jobs which are really quite unalike are classified together ostensibly to simplify things.

"*Job qualifications*" *versus* "*personnel standards.*" Because this is a complicated subject in itself, I mention it only briefly here. The "job qualifications" which are properly a part of a sound class specification are related essentially to a particular kind of job as it exists in a particular organization. Job qualifications, realistically described, take into account several environmental factors, such as the general manpower situation in the locality and the competitive position of the employer in bidding for available talent. During the last fifteen years we have learned many useful lessons about manpower supply and demand and the convertability of occupational skills.

In setting up a job analysis plan, job qualifications can be pitched at one of two levels—at the "minimum" or at the "desirable" level. In describing minimum qualifications, you say, in effect: "This is the absolute minimum it takes to do the job; anyone lacking these qualifications won't do." In writing desirable job qualifications, on the other hand, you say in effect: "While someone who has less than these qualifications might do the job fairly well, we'd like to hire people with qualifications like these—or even better."

The difficulty arises when qualifications written into a class specification are actually neither "minimum" nor "desirable," but are closer to "ideal." There is real danger that setting the sights so high will turn out to be a boomerang when it actually comes to recruiting people. Perhaps the starting salary is rather modest; maybe you can't hire non-residents of the city; maybe the "dream" employee you have pictured turns out to be a mirage. Moreover, the people who are actually available may be scared away by the job qualifications that have been set up.

When you deal with jobs which are essentially professional or technical in developing a job analysis plan, the subject of "personnel standards" often comes up and becomes the center of much debate between the operating department and the personnel office. On the one hand, there is the commendable desire to set such standards at a high level. There is a related urge to write them in terms of specific amounts and kinds of formal educational training and work experience. The inescapable implication, whether intentional or otherwise, is that a man or woman who lacks these qualifications, even by a narrow margin, is unqualified for the job and should not be hired. Maybe that's not the intent at all, but the practical effect depends a lot upon how high and how narrow those standards are.

The situation is somewhat altered, however, when a civil service agency is using a set of job qualifications to set up its examining process. Under a typical merit system, the central personnel office has two tasks to perform in recruiting employees. First, it should screen out job applicants who are obviously not able to handle the work for any one of many reasons. Then, among those who are found to be qualified, it is necessary to rank them in the order of their competence. Neither of these is an easy task, and the fewer jobs there are to be filled, the harder they become.

To do this dual task well, the personnel agency must use sound examining methods and rating procedures, working in close harmony with the people in the operating departments. When

the personnel agency does a good job it stands to reason that the applicants who have the best all-around qualifications will come out highest in the competitive process. It all points to this conclusion: We can't rely only on paper job qualifications to attain and maintain high personnel standards. It takes good working conditions, aggressive and widespread recruiting, and thorough personnel selection methods. If you have them, the good people, like cream, will float to the top.

Letting the plan become obsolete. This last whatnot of job analysis may sound so obvious to you that it hardly bears mentioning. Yet it is surprising how many personnel problems in an organization can stem from letting the job analysis plan get way out of date. If Jim Brown's job assignment is changed substantially, if Jane Green is given an informal promotion from front-office typist to the boss's personal secretary, these are changes which should be recognized in the job analysis plan. Maybe there's nothing involved but a change of title; maybe there is a pay increase as well; and maybe there is a formal competitive promotion to go through. But no matter what may be involved, the job analysis plan should keep abreast of these changes which happen time and again in any dynamic, human organization. Some authorities recommend a complete review of the job analysis plan every four or five years, as well as the intermittent adjustments which are made necessary by spot changes in the job assignments of individual employees. ☆

Hospital Capsules

Beatrice H. Hill

The Hospital Section of the 37th National Recreation Congress in Denver was a happy instructive period for many hospital recreation workers. Our only complaint was the beautiful Colorado scenery surrounding us, which sometimes made us wish the sessions weren't so fascinating.

Dr. Morton Bard, psychologist at Memorial Center for Cancer and Allied Diseases, New York City, opened the meeting with a strong and inspiring talk on "The Role of Recreation in Relieving the Anxieties of Patients." Dr. Bard stressed the importance of the personality of the worker in dealing with the patients in helping to allay the fears that the hospital imposes upon an individual.

In the afternoon, a singularly successful session, "Unusual Recreation Activities," was chaired by Dorothy Taaffe, recreation consultant, American Red Cross, San Francisco. The entire group divided into six different sections—neuro-psychiatric, general medical and surgical, tuberculosis, geriatric, children's and chronic hospitals. Each had a chairman and a reporter. Each chairman presented several different new program ideas to his group and encouraged others to do the same. At the end of thirty minutes, Miss Taaffe asked all of those wishing to participate in more than one group to change groups. At the end of an hour and a half, almost unwillingly, the entire group reassembled and the reporters of each gave a résumé of the ideas presented. A wonderful rapport and exchange of ideas flowed in each division. This session could have gone on much longer as enthusiasm was so high. In the published *1955 Congress Proceedings*, you will be able to read the many unusual ideas brought out.

The following afternoon, an interesting session on "What's Your Problem," was conducted by Clifford C. Bream, Jr., chief, Recreation Division, Special Services, Veterans Administration, Washington, D. C., and an eminent panel from hospitals of various types. The chairman and panel served as clinicians and endeavored to answer many pressing recreation problems brought up by the clinic group.

That evening, a preliminary report was given by Dr. Edith Ball of New York University, on the results of a study made by the National Recreation Association and New York University on the value of recreation for chronically ill and aged. This column in the next few months will report on these results. That same evening, the film, formerly titled *So Much For So Little* but now changed to *Rx Recreation*, was shown to a very enthusiastic audience.

- Briefly, I'd like to call attention to:

1. A fine book with a great deal of recreation guidance for us all, *Handbook of Hospital Psychiatry*, by Dr. Louis Linn, published by International Universities Press, Inc., 227 West 13th Street, New York, New York. $10.00.

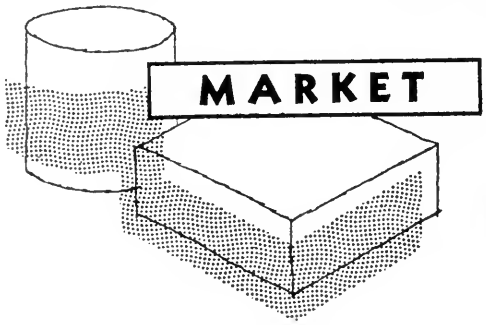
2. An institute dealing with the problems of the aged, ill, and handicapped which is being sponsored by the National Recreation Association and New York University on January 18th, 19th and 20th. It will be held at Vanderbilt Hall, New York University, New York City.

3. Our movie, *Rx Recreation*, which had its first showing to the general public at Memorial Hospital for Cancer and Allied Diseases, New York City. We had three hundred hospital administrators, psychiatrists, doctors and directors of philanthropic, civic and fraternal groups at the premiere. The picture was extremely well received. ☆

MRS. HILL *is the NRA consultant on hospital recreation.*

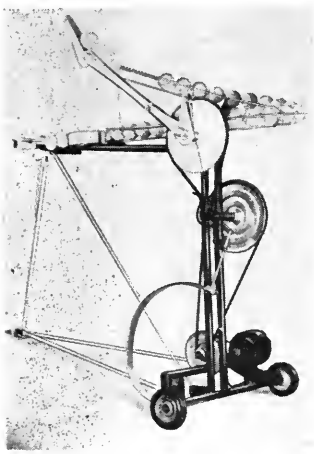
RECREATION LEADERSHIP TRAINING OPPORTUNITIES

Date	*Location*	*For Further Information*
February 12-19	Longhorn Recreation Laboratory, Kerrville, Texas	Wayne Robichaux, Assoc. Ext. Sociologist, Knapp Hall, Louisiana State University, Baton Rouge, Louisiana
April 5-8	Twenty-first Annual Mountain Folk, Festival, Berea College, Berea, Kentucky	Frank H. Smith, Box 1826, Berea College, Berea Kentucky



NEWS

If you are interested in any of these products, write directly to the manufacturer at the address given. PLEASE *mention that you read about it on* RECREATION *magazine's Market News page.*



♦ An automatic baseball pitching machine which holds thirty standard baseballs, has adjustable pitch speed and height of delivery, and is mobile and collapses to fit into the trunk of a car or station wagon, has been announced by Dudley Sports Company. The machine can be used from standard pitching distances and will throw either a leather or rubber covered baseball—and, with minor adjustments, will throw softballs. Write to the company, 633 Second Avenue, New York 16, N.Y.

♦ The Pioneer Company recently added gymnasium apparatus to its physical education and recreation equipment line. A new catalog may be obtained from Gordon Packer, Director of Sales, Pioneer Company, Litchfield, Michigan.

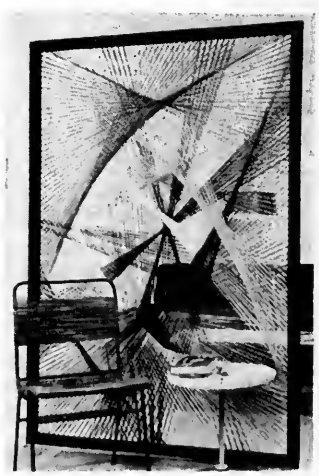
♦ The Balscope Sr., a versatile, high-powered telescope used by bird watchers, star gazers, and other hobbyists, has been given added versatility with a new line of accessories. These include a turret adapter for the mounting of three eyepieces when a variable-power telescope is desired; a device to hold the telescope on an auto window or tripod; a twin-Balscope mount which aligns two of the telescopes so that they may be used as a powerful binocular. Bausch & Lomb Optical Company, 635 St. Paul Street, Rochester, New York.

♦ Twist-Grip is a new aluminum chalk or crayon holder which prevents breakage, permits use of short ends and pieces, and at the same time protects hands and clothing from stain. The chalk or crayon may be completely encased in the holder for carrying in a pocket. An inexpensive aid for coaches, teachers, lecturers and so on. Twist-Grip Sales Company, 34 South High Street, Akron 8, Ohio.

♦ Poolmaster Olympic pool vacuum cleaner is specially designed to speed cleaning of large indoor or outdoor swimming pools. This cleaner uses ordinary hydrant water pressure to create the suction that picks up all foreign matter—leaves, dirt, gravel, even fine sediment. No electric pump or vacuum hose is required, operation is completely independent of the filter system, and it is not necessary to drain the pool to clean it. Poolmaster, Inc., 1446 Howard Avenue, Burlingame, California.

♦ "The Care and Cleaning of Athletic Uniforms"—which contains a special chapter on football jerseys—is a valuable booklet available without cost from the Public Relations Department, Rawlings Sporting Goods Company, 2300 Delmar, St. Louis 3, Missouri.

♦ "Granite in the School" is the title of a beautifully illustrated brochure showing applications of granite as a structural and ornamental stone. Featured are an architect's drawings of granite entrances, benches, play units, fountains, and so on. The brochure is available without cost from Department KP, Cold Spring Granite Company at Cold Spring, Minnesota, or Marble Falls, Texas.



♦ Juta-Cord is an economical, sturdy jute yarn designed for weaving, rug-making, decorating, and many other craft uses. One of the interesting projects developed is the attractive, simple-to-make room divider or screen — something new for adult craft groups. The cord comes in several lovely colors. Also available is Jute-Bak, a pliable, strong fabric, extra wide (76 inches) for rug backing and other home decorating projects. Kelbar Sales, Inc., P.O. Box 1685, Grand Central Station, New York 17, New York.

LISTENING AND VIEWING

TV and Children's Posture

"Children view television on an average of four hours a day, with their eyes glued to the screen. This robs them of four to six hours of valuable time which they should spend in play, strengthening their muscles, ligaments and lungs," states Dr. A. L. Schultz in the September issue of *Healthways*. "They sit in a TV-squat with the legs spread outward, bending forward with elbows on knees, and usually with their heads partially supported by the flattened thumb against the roof of the mouth and against the back of the upper teeth. When such postural atrocities are maintained for hours, they cannot help weakening the muscles and ligaments of the ankles, knees, and back, not to mention the possible deformity to the mouth, gums, and teeth."

Using figures secured from audio-visual authorities and experts in the Los Angeles area, Dr. Schultz showed that children spend more time in front of the TV set than in front of a teacher, and that little care is exercised in controlling the posture of the child at the time the TV shows are being scanned. Spinal misalignments may develop and proper posture becomes a difficult matter.

"Everyone from child to adult is afflicted with TV 'rideitis,'" he continues; "we must offset our modern way of living with more physical education. The dividends in national health and productivity would be immeasurable when these children mature. A healthy nation is productive."

Television: A World Survey

During the past two years, the number of television stations in the world has tripled. There are now 570 stations, located in 38 countries, as against 27 countries in 1953, and they serve a world total of 42,000,000 receivers (24,700,000 in 1953).

These facts are revealed in a new UNESCO survey completed in February 1955 and published as *Supplement 1955* to the earlier handbook *Television, A World Survey*.

The supplement also gives information about plans to introduce television broadcasting in an additional twenty countries and thus covers a total of fifty-eight countries, on every continent, which are concerned in one way or another with television.

Educational television is making strides in areas formerly covered exclusively by commercial broadcasting, while commercial television is making inroads in countries where non-commercial broadcasting held a monopoly. Columbia and Venezuela have government-controlled non-commercial television systems; and other Latin American countries, such as Costa Rica and Uruguay are planning the introduction of educational television broadcasting. On the other hand, commercial television is being established in the United Kingdom and along the borders of France, while other European countries are also discussing the possible introduction of commercial sponsorship to finance this costly new medium of communication. (UNESCO)

Education TV Spurs Adult Education

The adult education movement, which has been termed "an educational revolution" and "the most significant educational idea of this generation," is given substantial impetus by the recent opening of noncommercial educational television stations in two of the nation's largest cities, Chicago and Detroit. This brings the total of ETV stations now operating to seventeen—with eight more planning to go on the air within the next few months, according to Robert R. Mullen, executive director of the National Citizens Committee for Educational Television. "Courses range from academic ones for credit and cultural subjects to instruction in crafts and hobbies. The potential for this service by educational stations can be gauged by the fact that according to some estimates 50,000,000 Americans are participating in some phase of adult education."

Films

● *And So They Grow*, a 16mm. documentary motion picture highlighting the essential role of the leader in a play program, is a real-life study of nine-year-old children over a one-year period. The film shows the variety of approaches in meeting children's ever-widening interests, how they grow and learn through play. Produced for Play Schools Association by Campus Film Productions, Inc. Available for sale or rental in sound, color or black and white. Write to Campus Film Library, 14 East 53rd Street, New York 22, N. Y.

● International Film Bureau, Inc., 57 East Jackson Boulevard, Chicago 4, has published a descriptive list entitled "16mm. Films in Health, Education and Welfare." The large majority of the films listed deal with human relations, and are classified under such headings as mental health, psychology, child study, education, community action, and so on. To obtain copies of the publication from the bureau, write to them and ask for "H" List.

● Because of the growing interest in motion pictures as program material for clubs, churches, and other community organizations, Association Films, a leading distributor of free-loan films, is making available a series of booklets describing pertinent films for community showings. Separate booklets are available free for: men's clubs; women's clubs; churches; grade schools; high schools; and others. A special booklet, "What's New in Free Films," is also available. Write to Association Films, 347 Madison Avenue, New York 17, New York.

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Books & Pamphlets Received

ACCENT ON YOUTH, A Report on a Study of the Recreational Needs of Youth in the Greater Roslyn Area. The League of Women Voters of Roslyn, 46 Snapdragon Lane, Roslyn Heights, New York. Pp. 11. $.25.

ART—FOR CHILDREN'S GROWING. Association for Childhood Education International, 1200 Fifteenth Street, N.W., Washington 5, D. C. Pp. 48. $.75.

CAUGHT BETWEEN, Helen Kromer. Friendship Press, 257 Fourth Avenue, New York 10. Pp. 24. $.50.

CHRISTMAS IN MANY NATIONS, A Pageant, Margaret M. Carlson. Augustana Press, Rock Island, Illinois. Pp. 24. $.10 each or $1.00 per dozen.

COMPLETE BOOK OF FRESH AND SALT WATER SPINNING, THE, Eugene Burns. A. S. Barnes and Company, 232 Madison Avenue, New York 16. Pp. 256. $4.00.*

CURRENT PROBLEMS AND ISSUES IN HUMAN RELATIONS EDUCATION. Anti-Defamation League of B'nai B'rith. 212 Fifth Avenue, New York 10. Pp. 70. $1.00.

DESIGNING EDUCATION IN VALUES, A Case Study in Institutional Change. Roy Sorenson and Hedley S. Dimock. Association Press, 291 Broadway, New York 7. Pp. 365. $5.75.*

EDUCATORS GUIDE TO FREE FILMS, Fifteenth Annual Edition 1955. Educators Progress Service, Randolph, Wisconsin. Pp. 591. $6.00.

FEAR NOT, Jeanne Carruthers. Friendship Press, 257 Fourth Avenue, New York 10. Pp. 32. $.50.*

FOLK SONGS OF CANADA, Edith Fulton Fowke and Richard Johnston. Waterloo Music Company, Waterloo, Ontario, Canada. Library Edition. Pp. 198, $4.95; Choral Edition, Pp. 91, $.85.

GENERAL LEATHERCRAFT, Raymond Cherry. McKnight and McKnight, Market and Center Streets, Bloomington, Illinois. Pp. 144. $1.50.

GOLDEN BOOKS: GOLDEN STAMP BOOK OF DISCOVERIES AND EXPLORERS, THE. Pp. 48. $.50. GOLDEN STAMP BOOK OF EARLY MAN, THE. Pp. 48. $.50. GOLDEN STAMP BOOK OF GULLIVER'S TRAVELS, THE. Pp. 48. $.50. GOLDEN STAMP BOOK OF MUSICAL INSTRUMENTS, THE. Pp. 48. $.50. GOLDEN STAMP BOOK OF TREASURE ISLAND, THE. Pp. 48. $.50. Simon and Schuster, Inc., Rockefeller Center, 630 Fifth Avenue, New York 20.*

GUIDE TO GOOD SPEECH, James H. McBurney and Ernest J. Wrage. Prentice-Hall, Inc., 70 Fifth Avenue, New York 11. Pp. 346. $5.00.*

HANDBOOK OF PRIVATE SCHOOLS—36th Edition, 1955. Porter Sargent, 11 Beacon Street, Boston 8. Pp. 1264. $8.00.

HOW TO PLAY WITH YOUR CHILD, Arnold Arnold. Ballantine Books, 404 Fifth Avenue, New York 18. Pp. 185. $.35, paper; $2.00, hardbound.

INDOOR AQUARIA—TEACH YOURSELF, D. Latimer-Sayer. Soccer Associates, 10 Overlook Terrace, New York 33. Pp. 185. $1.50.

LIVING AND WORKING TOGETHER AS CHRISTIANS, Alice Geer Kelsey. The Pilgrim Press, 14 Beacon Street, Boston 8. Pp. 172. $2.00.

MANY HAPPY RETURNS. National Dairy Council, 111 North Canal Street, Chicago 6, Illinois. Pp. 13. $.10.

THE MESSAGE OF CHRISTMAS, Effie Sandstrom Jorgenson. Augustana Press, Rock Island, Illinois. Pp. 24. $.10 each or $1.00 per dozen.

NAACC MANUAL FOR TOURNAMENT FLY AND BAIT CASTING. National Association of Angling and Casting Clubs, 958 Paul Brown Building, St. Louis 1, Missouri. Pp. 55. $.50.

OFFICIAL AQUATICS, SYNCHRONIZED SWIMMING, WINTER SPORTS AND ACTIVITIES GUIDE — July 1955-July 1957. American Association for Health, Physical Education, and Recreation, 1201 Sixteenth Street, N.W., Washington 6, D. C. Pp. 160. $.75.

OFFICIAL RECREATIONAL GAMES AND VOLLEYBALL GUIDE—July 1953-July 1955. American Association for Health, Physical Education, and Recreation, 1201 Sixteenth Street, N.W., Washington 6, D. C. Pp. 136. $.75.

OLD FARMERS ALMANACK, THE. Yankee, Inc., Dublin, New Hampshire. Pp. 112. $.25.

PAPER SCULPTURE, Arthur Sadler. Pitman Publishing Corporation, 2 West 45th Street, New York 36. Pp. 144. $4.50.

PERSPECTIVES ON DELINQUENCY PREVENTION, Henry Epstein. City of New York, 250 Church Street, Room 1104—11th Floor, New York 13. Pp. 66. $5.00 per 10 copies.

PHYSICAL EDUCATION FOR HIGH SCHOOL STUDENTS. The American Association for Health, Physical Education, and Recreation, 1201 Sixteenth Street, N.W., Washington 6, D. C. Pp. 404. $3.00, cloth; $2.50, paper.

PIANO THEATRE, Beatrice Peiser and Robert Pace. Edwin H. Morris & Company, Inc., 35 West 51st Street, New York 19. Pp. 36. $1.50.

PREJUDICE AND MENTAL HEALTH — How We Can Protect Our Children. The American Jewish Committee, 386 Fourth Avenue, New York 16. Pp. 12. $.05 each; $3.59 per 100.

SAFETY IN THE HOME WORKSHOP. Popular Mechanics Press, 200 East Ontario Street, Chicago 11, Illinois. Pp. 15. $.10.

SCHOLARSHIP INFORMATION SOURCES FOR EDUCATIONAL AND VOCATIONAL COUNSELORS, Russell J. Fornwalt. Big Brother Movement, 33 Union Square West, New York 3. Pp. 6 (mimeographed, revised edition). $.25.

SCHOOL INFORMATION SOURCES FOR EDUCATIONAL AND VOCATIONAL COUNSELORS, Russell J. Fornwalt. Big Brother Movement, 33 Union Square West, New York 3. Pp. 6 (mimeographed). $.15.

SCULLING, R. D. Burnell. Oxford University Press, 114 Fifth Avenue, New York 11. Pp. 110. $2.00.

SCULPTURE BY BLIND CHILDREN, Jeanne Kewell. American Foundation for the Blind, 15 West 16th Street, New York 11. Unpaged. $.50.

Magazine Articles

BEACH AND POOL, *October 1955*
- Winterizing Your Pool.
- Municipal Pool Doubles Swimming Attendance, *William W. Parrott.*
- Chemistry of Water Treatment, *Elwood L. Bean.*

JOURNAL OF HEALTH-PHYSICAL EDUCATION-RECREATION, *October 1955*
- College Outdoor Living, *George W. Martin.*
- Corrective Therapy — A Needed School Program, *Eleanor B. Stone.*
- Six-Man Football for Recreation, *Stephen E. Epler.*

PARK MAINTENANCE, *October 1955*
- Should Park and Recreation Departments Merge—For What? *Samuel Gerson.*
- A Study of Recreation and Its Effect on Delinquency.
- Vandals—How Do You Beat Them?

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* These publications are available from the National Recreation Association at list price plus fifteen cents for each book ordered to cover postage and handling. *Active Associate and Affiliate Members of the Association receive a ten per cent discount on list price.* Remittances should accompany orders from individuals; organizations and recreation departments will be billed on their official orders. Address orders to Combined Book Service, National Recreation Association, 8 West Eighth Street, New York 11, New York.

PUBLICATIONS

Covering the Leisure-time Field

For Your Arts and Crafts Shelf

Children Can Make It! Experiences in the world of materials. Association for Childhood Education International, 1200 Fifteenth Street, N.W., Washington 5, D. C. Pp. 56. $.75.

A treasure trove of ideas, for teachers and leaders, to use in stirring up children's interest in making things—with an introduction by Hughes Mearns, author and professor emeritus, School of Education, New York University. The book is filled with suggestions for experimentation. Says Mr. Mearns, "Children today practice some of the 'new' kinds of school learning—experience learning, research learning, sharing learning, learning through imagination, invention and experimentation." Generously illustrated.

Weaving Handcraft — fifteen simple ways to weave, by Marthann Alexander. McKnight and McKnight, Bloomington, Illinois. Pp. 91. $1.25.

Weaving is popular today in the realm of creative handwork, and this well-illustrated booklet presents methods of simple weaving, for the inexperienced, which have been successfully used in Indiana public schools in starting both children and adults on individual projects. The author is arts and crafts teacher in Muncie, and has studied the weaving of Guatemala and Mexico while traveling.

Linoleum Block Printing by Frances J. Kafka. McKnight and McKnight, Bloomington, Illinois. Pp. 84. $1.25.

Basic information required for practicing the fascinating art of block printing is presented with the help of many photographs which includes everything from simple block printing with potatoes to printing on textiles and the use of a printing press.

Pull Up an Easel—How to Paint for Enjoyment by Norman Garbo. A. S. Barnes and Company, 232 Madison Avenue, New York 16. Pp. 244. $3.75.*

An intriguing book for presidents, prime ministers, grandmas, eight-year olds, or just anybody who wants to master the "how" of a wonderful creative hobby. It guides the reader from the selection of materials, through simple procedures which produce surprisingly attractive results and ends with a chapter on portrait painting.

One hundred and fifty-five illustrations, four in full color, will help the student and give valuable tips to instructors or hobby-group leaders. An ideal Christmas gift for the would-be artist.

Toy Book—Self-Help Toys to Make for Handicapped Children. Alpha Chi Omega Central Office, 611-619 Chamber of Commerce Building, Indianapolis 4, Indiana. Pp. 32. Free.

This attractive, thirty-two page booklet contains plans, sketches and diagrams for thirty-five toys and games that can be made for handicapped children. The plans are carefully selected, so that the finished toys are not only fun to play with, but have therapeutic value. Their functions are to develop muscular co-ordination, teach self-dressing and self-reliance, aid finger and elbow dexterity, stimulate visual perception, encourage hand grasp and hand-eye coordination, motivate speech effort, and provide dramatic play.

Making these toys and games can be an interesting and useful service project for teen-agers, adults, or oldsters. Service groups can cooperate in the toy making, dividing up for individual skills, like sewing, woodworking, cutting, painting, and so on. Excellent also for mothers' groups. Order your copy at once—and start a new service project. — *Virginia Musselman*, Program Service, NRA.

Rhythmic Activities
Series I & II

Frances R. Stuart and John S. Ludlam. Burgess Publishing Company, 426 South 6th Street, Minneapolis, Minnesota. Pp. 115 each. $2.25 each.

Here is a valuable and handy source of material for leaders of children's rhythms dances and singing games. Instructions, music, and words for the old favorites, and for some not so familiar, are published on convenient filing cards that can be slipped into the pocket. Series I and Series II are each boxed, of course. In the cases where suitable recordings are known to the authors, they are listed. Every rhythm has been tried out and used by many experienced leaders and teachers.

Soccer Illustrated

Frank F. DiClemente.. A. S. Barnes & Company, 232 Madison Avenue, New York 16. P. 204. $3.00.*

With the game of soccer increasing in popularity in the United States, it is appropriate that there should be a new book presenting the fundamentals and techniques of playing it. The author gives methods of handling the ball, kicking, heading, and so on, details of offensive and defensive team play, and a wide variety of play situations with accompanying diagrams. It is strange, however, that while he states in his introduction, "Soccer can be played by boys of all ages and sizes," he says nary a word about the girls. This is a good girls' game, too, Mr. DiClemente! Ask some of the women's colleges, or women physical education instructors.

Blue Ribbon Plays for Girls

Edited by Sylvia E. Kamerman. Plays, Inc., 8 Arlington Street, Boston 16, Massachusetts. Pp. 359. $3.75.

This is an excellent selection of thirty-five one-act, non-royalty plays for junior high and older groups, middle grades, lower grades. It includes plays about witches, Santa Claus, fairies and elves as well as more every day and modern subjects. Among those for the older groups, "Little Women" is a Christmas play, adapted from Louisa May Alcott's story by Olive J. Morley; "A Letter for Charlotte," by Mary Malone, is about Charlotte Bronte. Especially appropriate in planning ahead for February special days are "A Letter to Lincoln," by Lindsey Barbee, for the middle-agers, and "The Stolen Heart" (Valentine's Day), by Deborah Newman, for the lower grades.

Music in Recreation—Social Foundations and Practices

Max Kaplan, Ph.D. Stipes Publishing Company, 17 Taylor Street, Champaign, Illinois. Pp. 230. $3.90.

This volume, whose author has had a long and broad experience both in music and in sociology, is based upon a deep belief in the value of music as recreation and concern for the recreation leader who is eager to give music its due place in the program yet is untrained in its techniques.

Starting with a sound basic concept of play as enrichment of the life of man, the author has no difficulty in recognizing both a social and an aesthetic function for music. Thus he is able to give sympathetic attention to music at every level.

Theory is followed by practical help

* See footnote on page 496.

in many areas: the recreation center, the summer camp, hospital, prison, and community. Proceeding to more specific needs, the book covers matters of budget and equipment.

In the section on the playing of three simple instruments, the harmonica, bottle and jug, and autoharp are discussed. Here the basic educational approach is again stressed. "It is a serious misinterpretation of the place of music in recreation to hold that standards need be neglected in favor of enthusiasm or other psychological or social benefits."

Eight appendices add greatly to the value of the book, providing bibliography, elements of music theory, repertoire of classic records. It is a great service to the recreation movement to bring together in one volume so much practical help and inspiration.—*Edna V. Braucher*, Correspondence and Consultation Service, NRA.

School Boards, Their Status, Functions, and Activities

Charles Everand Reeves. Prentice-Hall, Inc., 70 Fifth Avenue, New York 11. Pp. 368. $3.95.*

There is great interest in recreation and park boards and commissions. Each year board sessions at the National Recreation Congress attract an excellent attendance. At almost all the district conferences sponsored by the National Recreation Association there are section meetings each year on problems of boards and commissions.

Until some really definite work has been published on recreation and park boards and commissions, such books as this one can provide a great deal of help. For all the differences between the operations of school boards and those of boards in the recreation and park field, there are nevertheless many similarities and much can be gained from study of school board operations, organization, functions, powers and responsibilities, procedures, minutes, relations to the superintendent and other personnel, public relations, among other subjects treated by Mr. Reeves in this book.—*Robert Gamble*, Field Department, NRA.

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Underwater Activities

Underwater Sport by Albert Vanderkogel and Rex Lardner. Henry Holt and Company, 383 Madison Avenue, New York 17. Pp. 188. $3.50.

An interesting and unusual "encyclopedia" of underwater sport, which includes accurate information on equipment and techniques of spear fishing, skin diving, and underwater photography to inform the beginner and assist the expert. It devotes a chapter to marine life, and one to where to go for good hunting.

Albert Vanderkogel is one of America's experts on underwater equipment and techniques. Rex Lardner is a *New Yorker* reporter, book reviewer and author. Particularly interesting, too, is the chapter devoted to the history of diving. We are told that Mark Anthony, the Roman general, orator, had a fishing contest with the reigning queen of Egypt, Cleopatra. Thucydides tells us of divers being used at the siege of Syracuse in 333 B. C.

In 1945 the number of sport divers were in the hundreds; today there are over a million. The International Underwater Spearfishing Association is located in the Los Angeles County Museum, and has been organized to give sport divers a voice in legislation concerning underwater activities, to formalize rules and conduct for the sport, and to pass approval on recordbreaking activities.

There are now two major sport-diving magazines; "The Skin Diver," published in Lynwood California, and "The Waterbug," published in Clearwater, Florida.

Illustrations of the book include photographs and line drawings. Appendices include listing of dealers in sport-diving equipment, bibliography, index. —*Philip L. Seman*, Honorary Chairman. Chicago Recreation Commission.

Dive. The Complete Book of Skin Diving by Rick and Barbara Carrier. Wilfred Funk, Inc., 153 East 24th Street, New York 10. Pp. 294. $4.95.

All necessary information on this comparatively new and exciting subject, even to the physiological problems of diving, types of surf and open sea, how to locate fish in fresh or salt water, underwater photography, and how to build some items of equipment yourself. Effective use is made of photographs and sketches, for clarification. Appendices include classified lists of equipment, diving clubs, state and local regulations regarding spear fishing, a bibliography and index.

The Indian's Secret World

Robert Hofsinde (Gray-Wolf). William Morrow & Company, Inc., Publishers, 425 Fourth Avenue, New York 16. Pp. 94. $3.95.*

Here is Indian lore at its best with a combination of fine stories and authentic material presented in captivating style. Beautiful illustrations in full color and in black and white decorate every page and add distinction to this book. Any youngster (ten years and up) who enjoys identifying himself with the Indian will get a full measure of enjoyment from these pages.

For a leader, this book has values beyond its storytelling features. The twelve tales, each of a different tribe, use a fiction approach to make facts come alive. They capture the imagination and have enormous possibilities for program use. Objects such as the tepee, war bonnet, owner sticks, medicine pipe, beaded moccasins, mask, Katchina doll, and medicine shield had deep significance for the Indian. The making of each was accompanied by symbolism and carefully planned ceremony. This book explains the hidden meanings of these things and gives a clear picture of the way in which these objects were made.

Each chapter is complete in itself with a dramatic story, craft ideas, suggestions for a pageant, ceremony or council fire, and the historical background about each tribe of Indians. Many of the marginal designs such as the twelve moons can be reproduced in the craft program as wall placques or as decorations for the council ring.

The author is a superb storyteller, as well as a gifted painter and craftsman, and is known as Gray-Wolf to camping and recreation people. He has initiated many Indian lore programs in camps and recreation organizations.

A portfolio of color prints from the illustrations of *The Indian's Secret World* may be purchased separately. They have a decorative value for camp, club or home.—*Shirley Silbert*, instructor, Y.W.C.A. Craft Students League and City College Extension Division, New York City.

Recreation

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December 1955, January and February 1956

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	Canton, Ohio January 16-19	C. W. Schnake, Recreation Director, Recreation Department, Canton City School District, Safety Building
	Buffalo, New York January 23	N. Y. State Association of Health, Physical Education and Recreation Conference
ANNE LIVINGSTON Social Recreation	State of Oklahoma December 5-16	George E. Hull, Assistant 4-H Club Leader, Extension Service County Agent Worker, Stillwater
	Prince Georges and Montgomery Counties, Maryland January 16-19	Mrs. Ellen E. Linson, Recreation Director, Prince Georges County, 4811 Riverdale Road, Riverdale
	Morganton, North Carolina January 23-26	Miss Virginia Gregory, Recreation Specialist, North Carolina Recreation Commission, Education Building Annex, Room 134, Raleigh
	Reidsville, North Carolina January 30-February 2	
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To reserve dates or obtain further information, please address Charles E. Reed, Manager, Field Department, National Recreation Association, 8 West Eighth Street, New York 11, New York.

Recreation agencies and organizations interested in sponsoring leadership training courses in Arts and Crafts, Dramatics, Social Recreation, Creative Recreation or the new course, Games with a Difference, should communicate with Mr. Reed at the above address. Summer playground training courses are also offered in season.

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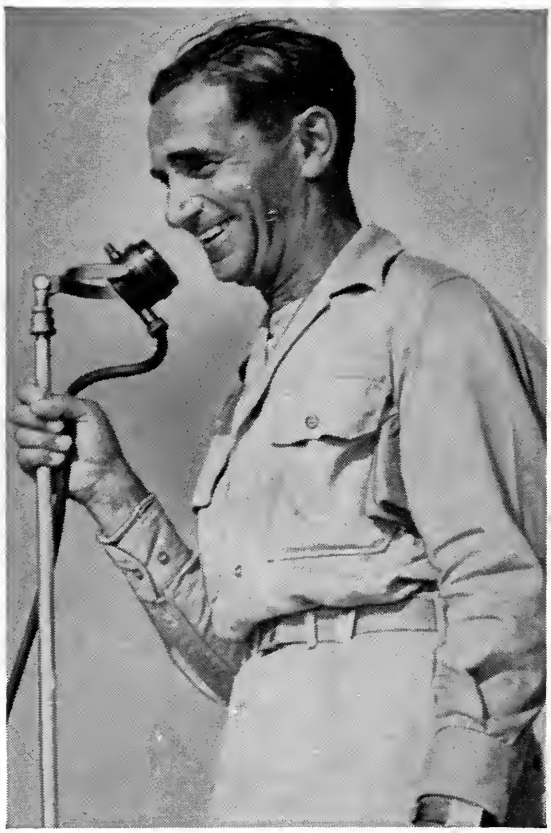

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